Government of Saskatchewan

Annual Report 1984-85

Saskatchewan Advanced Education and Manpower

86-03312/

The Annual Report of Saskatchewan Advanced Education and Manpower

for the period July 1, 1984 through June 30, 1985

To The Honourable Frederick W. Johnson
Lieutenant Governor of the Province of Saskatchewan.

Sir:
I have the honour to transmit herewith the Annual Report of the Saskatchewan Department of Advanced Education and Manpower for the year ending June 30, 1985.

Respectfully submitted,

Gordon Currie

The Honourable Gordon Currie
Minister of Advanced Education and Manpower

Regina
July 1, 1985

To the Honourable Gordon Currie
Minister of Advanced Education and Manpower

Sir:
I have the honour to submit for your consideration the Annual Report of the Saskatchewan Department of Advanced Education and Manpower for the year ending June 30, 1985.

Respectfully submitted,

John C. Law
Deputy Minister of Advanced Education and Manpower

Regina
July 1, 1985

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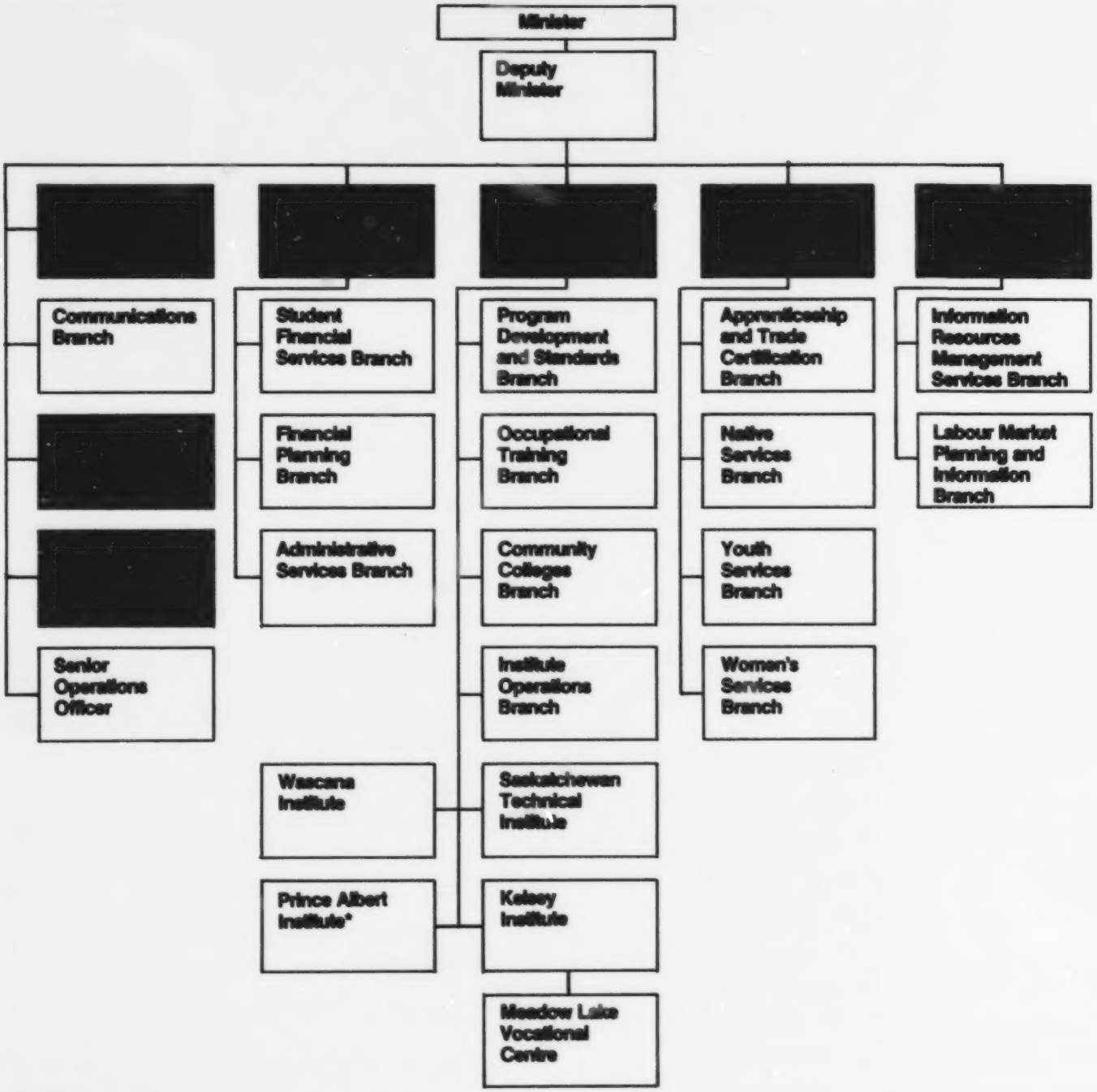
Department Organization



*(now known as Northern Institute of Technology)

Deputy Minister's Message

Strategies for the Future

Saskatchewan's education system is one of the key elements of the intellectual and social development of our residents. It consists of primary and secondary schools, community colleges, technical institutes, private vocational schools and universities.

Each of these has a unique responsibility to provide the skills and aptitudes necessary for Saskatchewan residents to take their place in our increasingly complex and competitive society.

Today's employers require a highly educated labour force made up of people who can readily adapt to change. Generally, people with skills find it easier to obtain employment and accept change. Therefore, our education system must provide students with:

- a high level of basic skills that include the ability to read, write, reason and compute;
- specific marketable skills consistent with the present and future needs of employers; and
- programs that respond to the needs of individuals.

Since 1982, the Government of Saskatchewan has introduced several strategies to respond to the educational and employment **needs of today** and the **challenges of tomorrow.**

To build for the future the strategy includes:

- establishing the ***University Renewal and Development Fund*** totalling $125 million over the next five years;
- a four-year plan to spend $120 million to expand the number of training places in our technical institutes by almost 60 per cent;
- creation of the ***Advanced Technology Training Centre*** in Saskatoon to meet the skilled labour force needs of high technology industries;
- construction of the ***Northern Institute of Technology*** at Prince Albert designed to provide training for 1,000 Northerners annually;
- construction of the ***Geological Sciences Building*** and completion of the ***Engineering Building*** at the University of Saskatchewan.

To answer the needs of the unemployed, the strategy includes:

- providing 3,500 training opportunities in community colleges for unemployed youth under the *Saskatchewan Skills Development Program;*
- launching several short courses for students under the *Saskatchewan Skills Development Program;*
- creation of 11,000 jobs under the joint federal-provincial *Opportunities '85 Program;*
- the launching of the *Saskatchewan Access ... Youth Employment Program,* which created in excess of 2,700 jobs;
- providing various employment training programs for Northerners at a cost of $1,587,151;
- expanding the innovative *Co-operative Education Program* at Saskatchewan Technical Institute in Moose Jaw which provides students with classroom instruction and actual on-the-job training;
- increasing the emphasis by community colleges on Adult Basic Education ***(ABE),*** English as a Second Language ***(ESL),*** and General Education Development ***(GED)*** testing.

To answer the education and training needs of residents in rural areas and small towns, the strategy includes:

- presenting a pilot Nursing Refresher Program in a distance education mode to allow rural residents easier access to institute training courses. This course provided 70 nurses in rural areas with an opportunity to upgrade their education without having to travel to a major centre;
- expanding the Saskatchewan Skills Extension Program from 521 participants in 18 communities in 1981-82 to 1,575 participants in 29 communities in 1984-85;
- through the Saskatchewan Skills Development Program more rural residents were offered Adult Basic Education courses at community colleges;
- community colleges also committed five per cent of their flat grant to career counselling services, and opened career counselling and learning centres in several Saskatchewan centres to help more than 15,000 people.

To serve more people, without costly capital construction, a strategy was adopted to expand and maximize the use of existing facilities and programs by:

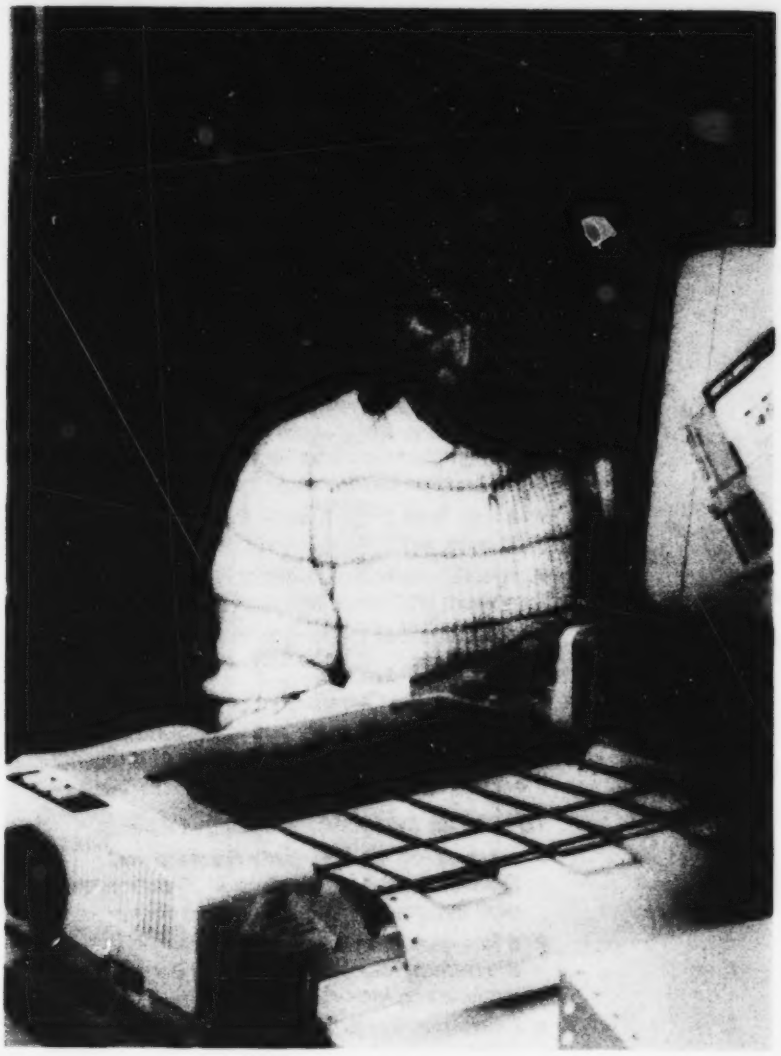
- increasing federal and provincial spending on student loans which allowed for almost double the number of student loans possible in 1982-83;

- introducing 21 programs, not previously available in Regina, when the fifth campus of Wascana Institute of Applied Arts and Sciences was opened;
- further expanding Wascana Institute's capability for increasing enrollment by operating the Albert South campus on a year-round basis;
- implementing a new recruiting/counselling program at Wascana Institute to increase Native and Métis enrolment;
- introducing the Native Advisory Committee, which resulted in a doubling in the numbers of Native people trained;
- to increase public awareness of post-secondary, academic and skills training opportunities, the department conducted several advertising campaigns and produced audio/visual presentations on institute expansion, apprenticeship training opportunities and career awareness.

In total, more than $265 million was spent in 1984-85 on the maintenance and improvement of the post-secondary education system in Saskatchewan. In 1985-86, this commitment will grow to $287 million, an increase of eight per cent.

But what of the future? If we are to ensure that the education system has the flexibility to adapt to changing circumstances and future challenges, we must embark upon a process of renewal and development of our educational institutions.

It is the desire of the Government of Saskatchewan to initiate this process in consultation and co-operation with all participants in the educational community: parents, educators, students, administrators and others. Together, we can ensure that the education system, one of our key social institutions, is able to adapt to future needs.



Advanced Education Division

The **Advanced Education Division** provides Saskatchewan residents with on-going learning opportunities so that they can participate in the labour market and in the economic and social development of the province. This, in turn, provides industry with appropriately trained people in order to maintain a competitive edge and foster economic development in the province.

The division has responsibility for both program design and the offering of adult and non-university post-secondary education programs. This involves working with business, industry, educators and advisory groups to ensure that the programs meet provincial employer and student needs. It also involves adapting training programs to make them as flexible and accessible as possible.

Major components of the division are the four technical institutes, a vocational centre and four branches in the central office. The branches provide direct support to the field operation to ensure efficient and high quality programs and services. The branches' responsibilities include liaison with and support for the technical institutes and the 16 community colleges, program development, federal-provincial occupational training agreements, and the Saskatchewan Skills Extension Program.

Program Development and Standards Branch

The **Program Development and Standards Branch** co-ordinates and manages the development of instructional programs within the non-university, technical/vocational and adult education sectors to meet the skill training needs of adult learners in the province.

The branch provides direction and support for the revision or adaptation of existing programs in response to labour market requirements and changing technology, and for the development of highly flexible programs to meet the skill training needs of full and part-time learners in the province. It also monitors the co-ordination and articulation of program standards, curricula and resources among institutes and community colleges.

As in previous years, major areas of emphasis for the branch continued to be vocational training and general adult education development. Major accomplishments during the year under review ranged from the completion of an Adult Basic Education (5-10) Social Studies curriculum development project, to the management and co-ordination of the development of a Core Knowledge Training Program on Wife Battering, to the revision and restructuring of the Local Government Administration (Junior) Certificate Program at the University of Regina.

Vocational Training Developments

Redesigning instructional programs and resources was continued in a number of institute industrial programs, with the aim of adopting a competency-based learning system as an integral part of the post-secondary vocational training system in the province. This involved restructuring the programs into a series of self-contained modules or instructional packages based on the skills or competencies required in industry. These modules are used by the institutes to provide a flexible delivery for full or part-time students, as well as for adult learners. This style of training can provide an increased number of adult trainees and students with considerable flexibility in the selection of content.

Developments in competency-based learning have continued at Kelsey Institute of Applied Arts and Sciences in Saskatoon in carpentry, farm machinery and industrial mechanics programs. An extensive program review of the renewable resources program at Kelsey Institute resulted in a program renewal project. It is anticipated that these individualized packages will provide the necessary flexibility for outreach delivery throughout the province.

The branch also assisted in the revision of the hotel and restaurant administration program in Kelsey Institute. The program will be modularized so that employers may employ students at various phases of their training. In co-operation with Kelsey Institute staff and the industry the program will be developed and implemented in early 1986.

In the past year, the branch continued to conduct occupational training needs analysis workshops and to offer consultative assistance in skill analysis or clarification.

General Adult Education Developments

Branch support was provided for a number of community colleges to develop a provincial Adult Basic Education (5-10) Social Studies program. A task analysis of basic computer skills for community colleges was completed using funds and consultative assistance from the branch.

Occupational Training Branch

The **Occupational Training Branch** is responsible for co-ordination of various federal-provincial cost-shared occupational training programs and administration of *The Private Vocational Schools Regulation Act.*

The branch administers the training-related costs under the *Vocational Rehabilitation of Disabled Persons (VRDP) Agreement,* and represents the institutes, vocational centres and community colleges in the purchase of training places by the Canada Employment and Immigration Commission in accordance with the *National Training Agreement.*

Areas of training under the agreement include:

- adult basic education
- pre-employment and skill courses
- apprenticeship
- language training
- industry-based training

In the case of industry-based training, the branch approves training plans, supervises the quality of training and assists industry in developing training plans.

Except for industry-based training, the majority of training is conducted by technical institutes, vocational centres, and community colleges. During 1984-85, under the National Training Agreement the Canada Employment and Immigration Commission purchased training places in Saskatchewan for approximately 8,180 trainees.

Industry-Based Training Program

The **Industry-Based Training Program** provides work skills for a variety of potential employees in response to the specific needs of industry. By agreement the federal government, in co-operation with the provincial government, provides training-on-the-job situations for disadvantaged and unemployed persons.

This program is jointly administered by Canada Employment and Immigration Commission (CEIC) and the department. An employer contracts with CEIC to provide industry-based training, which will be developed, approved and supervised in co-operation with branch staff.

The training format depends on arrangements between CEIC and an employer, association or group of industries. It may be on-the-job, one-to-one training or a combination of institution and on-the-job training.

This method assists local employers in meeting their manpower needs and significantly increases the job skills and employability of trainees.

Vocational Rehabilitation of Disabled Persons

Under the terms of the *Vocational Rehabilitation of Disabled Persons (VRDP) Agreement,* rehabilitative vocational training is offered to mentally and/or physically disabled persons who are vocationally handicapped. Costs are 50 per cent shared with the federal government through Health and Welfare Canada.

Saskatchewan Advanced Education and Manpower administers the training-related costs for those approved by the VRDP Training and Selection Committee. Training represents one service in a spectrum of comprehensive rehabilitative services provided co-operatively by several government departments.

In 1984-85, under the VRDP Program, 503 persons received training.

Registered Private Vocational Schools

In addition, the Occupational Training Branch is responsible for registering private vocational schools in the province under *The Private Vocational Schools Regulation Act.*

Twenty private vocational schools were registered under The Private Vocational Schools Regulation Act during the 1984 calendar year. These schools, all located in Saskatchewan, offered courses in bartending, beauty culture, business support occupations, computer programming, electrolysis, auctioneering, income tax preparation and radio broadcasting.

The 20 private vocational schools had a combined enrollment of 2,437 persons in 1984, compared to 1,775 in 1983.

Saskatchewan Skills Extension Program

The **Saskatchewan Skills Extension Program (SSEP)** was established to facilitate expansion and decentralization of institute-based credit training programs. Training needs that relate to present and future employment opportunities in Saskatchewan are identified by individual community colleges and by other agencies. Training proposals are reviewed and priorized, with those approved being listed in the department's annual training plan.

Arrangements for delivery of programs are made through a training agreement involving a technical institute, a college and the SSEP as the funding and co-ordinating agent. Under these agreements, the technical institutes determine program standards, monitor program quality and provide certification to graduating students.

This decentralization increases accessibility to credit training for people in rural and small urban centres. In 1984-85, 125 programs were delivered throughout the province. Only 11 of these were delivered in centres in which the institutes were situated.

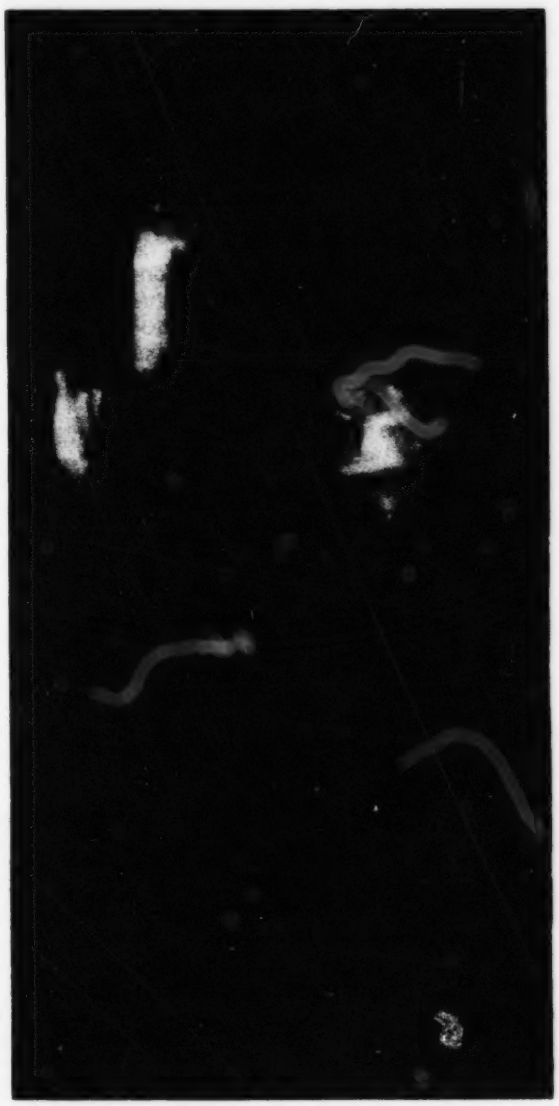
This decentralization also reduces dependence on the Canada Employment and Immigration Commission (CEIC) to fund off-campus training. The budget of SSEP allows it to fund training with or without sponsor participation. As a result, provincial training priorities can be advanced independently from those of CEIC when the two are not the same. Funding of programs without full CEIC participation also accommodates access to training by fee-paying students who may otherwise be unable to participate in training.

SSEP also provides for an equalization of tuition fees. Its funding of credit programs enables colleges to apply the same fee schedules as the institutes for training provided in their regions.

The skills extension program integrates off-site with on-site programming to ensure that credit for off-site training would be cumulative toward eventual certification or toward advanced placement on-site programs.

SSEP emphasizes pre-employment rather than apprenticeship training. Training is related to current and future employment opportunities, either within a college region or elsewhere within the province.

In 1984-85, the number of fully-funded programs delivered in the southern region was 103 (87,924 training days). In northern Saskatchewan, 22 programs (25,640 training days) were delivered through SSEP. The total number of programs was 125 (113,564 training days).



Community Colleges Branch

In 1984-85 **Community Colleges Branch** experienced a period of modest growth when it assumed responsibilities for administration of the Saskatchewan Skills Development Program (SSDP), Career Services and the Non-Status Indian and Metis (NSIM) program. These duties fit well within the department's general mandate to develop an integrated and comprehensive system of adult education opportunities readily accessible to Saskatchewan residents.

Community Colleges Branch is responsible for the administration and continuing development of the community colleges as outlined in *The Community Colleges Act and Regulations*. The branch provides leadership and advice to community college boards and staff throughout the province by consulting in areas such as program policy and planning, personnel management, development of curricula and curricula materials, and professional development. The branch administers the provincial **General Educational Development (GED)** Testing Services and the **English as a Second Language (ESL) Program** under the terms of a federal-provincial agreement with the federal Secretary of State.

Since community college development began in 1973, 16 regionally-based community colleges have been established to deliver programs and services to adults in all parts of the province. Fifteen of these colleges receive supporting grants from the Department of Advanced Education and Manpower.

The department entered into joint agreements for two community colleges in the province: Saskatchewan Indian Community College and Lakeland College. Under a joint agreement between the province and the federal government, the Saskatchewan Indian Community College offers programs on Indian reserves and Crown lands within the province. Lakeland College serves the provinces of Saskatchewan and Alberta. Since April 1, 1978, Lakeland College has been administered by a Board of Governors primarily appointed from Alberta with one trustee from Saskatchewan. As an inter-provincial college, Lakeland receives program and support funds from Saskatchewan for skill and interest programming.

Saskatchewan community colleges are based regionally to provide learning opportunities to as many of the province's adults as possible. This commitment to a decentralized delivery is reflected in the utilization of existing community facilities and resources by colleges throughout their regions, rather than developing campuses that tend to centralize learning opportunities.

Decentralization is also reflected in the structure of the Community Colleges Branch. A departmental field co-ordinator is situated in each college region which receives a supporting grant from the department. Field co-ordinators maintain a liaison between colleges and the department, as well as providing other support services to the colleges.

Branch personnel provide co-ordination, advice, assistance and support services for the continuing development and maintenance of the colleges. They ensure, through budget reviews and meetings, that colleges meet the requirements of *The Community Colleges Act and Regulations*.

Community college boards, each consisting of seven members, determine policy, set priorities and administer college affairs. They hire a minimum of permanent staff members in order to maintain flexibility in meeting the needs of individuals and communities in their region. The college boards and staff rely heavily on volunteers at the community level. More than 600 local committees composed of volunteers, identify local program needs and assume other responsibilities as approved by their respective college boards.

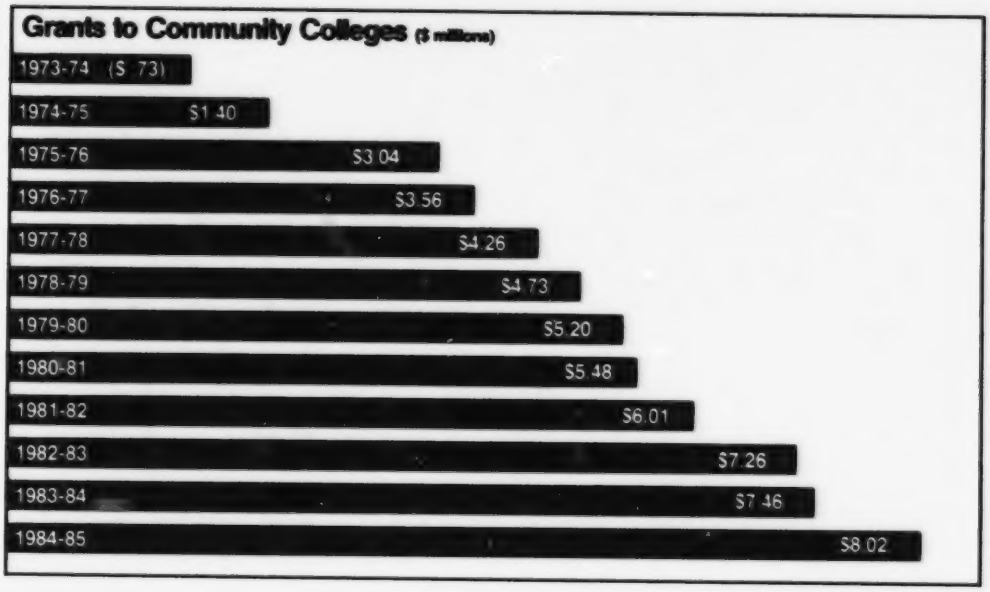
In co-operation with universities, agencies and government departments, the community colleges have thus extended educational opportunities to adults throughout the province.

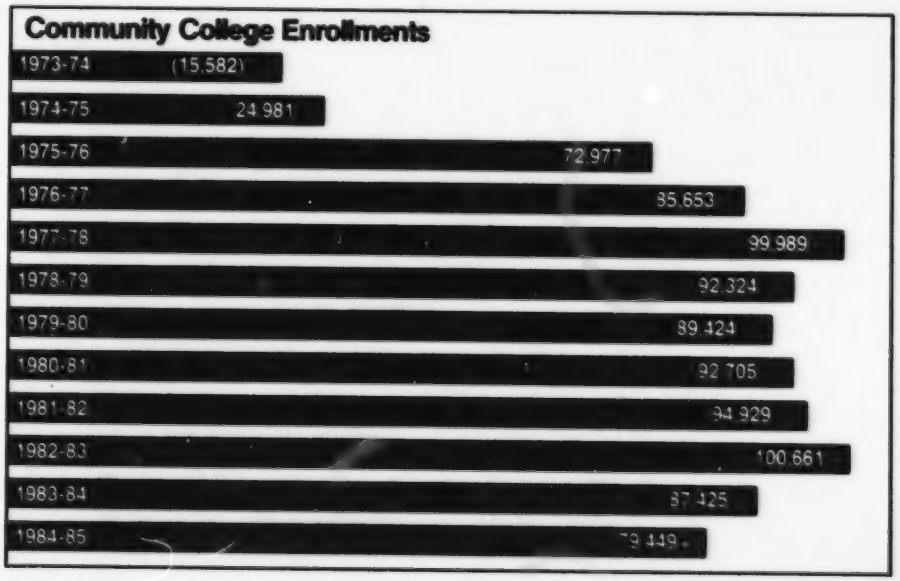
Adult Basic Education

Each year the department provides community colleges with core funding from the flat grant for community colleges to deliver **Adult Basic Education (ABE)** courses throughout the province. In program terms, core funding for Adult Basic Education includes four main areas: Literacy, English as a Second Language, Personal Development and Academic Studies from grades 1 through 12. Certification is provided by the department for the Adult 10, 11 and 12 levels based on a standardized provincial curricula followed by community colleges throughout the province.

In 1984-85, 6,221 adults with a total of 2,896,597 participant hours were enrolled in ABE classes across the province. This represented an increase or 1,174 adult participants or 23 per cent over last year.

Funding for ABE programs is cost-shared by the federal and provincial governments through funding allocations in the following programs: National Institutional Training Program (NITP), Non-Status Indian Metis Program (NSIM), Saskatchewan Skills Development Program (SSDP), and Vocational Rehabilitation of Disabled Persons (VRDP).





English as a Second Language

The **English as a Second Language (ESL) program** provides part-time language and citizenship instruction to new Canadians who have been granted permanent admission to Canada.

The program provides for the teaching of the English language and the basics regarding Canadian society, toward citizenship for Canadian newcomers. Costs of this program are shared with the federal Secretary of State to facilitate the adjustment of new Canadians to the Canadian community and to help them qualify for Canadian citizenship.

General Educational Development (GED) Testing Services

The **General Educational Development (GED) Testing Program** is a program through which adults may receive a high school equivalency certificate. The GED program recognizes that many adults who have not completed a formal high school education may have acquired, through years of experience, an educational maturity equal to or above the level of a high school graduate. This program is designed to help determine that level. Besides English, tests are provided in French as well as Braille, large-type and audio-tape for the visually and physically handicapped.

GED tests are conducted by the community colleges across the province. From July 1, 1984 to June 30, 1985, a total of 147 regular and 215 special test sittings were held. From July 1, 1984 to June 30, 1985, a total of 3,030 adults in Saskatchewan wrote the GED tests. Of the 3,030 adults who wrote, 2,415 (80 per cent) received a high school equivalency standing. Of these 1,726 adults obtained a Grade 12 standing, 344 received Grade 11 standing, and 345 received Grade 10 standing. Those participating in GED testing include: British Columbia, Alberta, Saskatchewan, Manitoba, Nova Scotia, New Brunswick, Newfoundland, Prince Edward Island, Yukon, the North West Territories and all of the United States of America.

Saskatchewan Skills Development Program (SSDP)

The **Saskatchewan Skills Development Program (SSDP)** began on April 1, 1984 as a two-year academic and skill training opportunity for social assistance recipients categorized as employable. The program is jointly sponsored by the Departments of Advanced Education and Manpower, Social Services and the Employment Development Agency.

Under SSDP, community colleges provide academic upgrading and community-based skill training, while pre-employment job-related training is delivered either on-campus by the technical institute or in the rural region through the Saskatchewan Skills Extension Program.

The number of students who have participated in SSDP has exceeded the number anticipated when the program began. Original estimates for 1984-85 were for 2,275 students, whereas the actual number was 3,085. Of this latter amount, 2,445 students were in academic upgrading, 463 were in pre-employment training and 177 participated in community-based skill training.

Non-Status Indian and Metis Program

Significant organizational changes in the **Non-Status Indian and Metis (NSIM) Program** were implemented in 1984-85, following consultation with the people involved in the program. The major NSIM program delivery changes for community colleges were:

1. establishment of College Native Advisory Committees (CNAC's) in each college region to maintain Native input at the local level;
2. allocation of program and program support funds by the department for each college;
3. program and program support approvals by the department;
4. program evaluation by the NSIM Implementation Team;
5. reallocation of uncommitted funds to permit additional training in regions of identified training needs;
6. establishment of common procedures and practices in colleges through provincial workshops;
7. establishment of NSIM provincial administration in the Community Colleges Branch of Advanced Education and Manpower.

The program evaluation, as carried out by two members of the NSIM Implementation Team, involved selective interviews with students, instructors, program co-ordinators and administrators.

The implemented program changes provided training opportunities for 26.5 per cent more NSIM students than in the previous year and an improved student support system was developed. The program is a discretionary program for Non-Status Indian and Metis funded entirely by the Province of Saskatchewan.

NSIM Students with dependents, 1984-85

Number of Dependents	Students Registered in 1984-85
0	701
1	151
2	137
3	91
4 or more	69
TOTAL	1,149

Career Services

The commitment of a minimum of 5 per cent of the 1984-85 departmental flat grant budget to career services in the community colleges has enabled the college system to assist over 15,000 clients with over 28,000 service requests related to career planning during this budget period. In 1983-84, only four colleges in the system had budget and services directly committed to career services. During 1984-85 the remaining colleges developed career services programs with related budget commitments. Total identified budget for delivering career services by all colleges in 1984-85 was $653,527 ($559,979 for the southern colleges and $93,548 for the northern colleges).

Seventy-eight per cent of clients in southern colleges and 91 per cent in northern colleges were between 18 and 39 years of age. Approximately 60 per cent of all clients were female.

Female unemployed clients accounted for 42 per cent of all recorded clients in the southern colleges compared to 26 per cent of male clients who are unemployed.

Of all client contacts, 58 per cent occurred in urban colleges; 33 per cent in rural colleges; and 9 per cent in northern colleges.

High school completion inquiries accounted for 20 per cent of services provided by southern colleges, and for 33 per cent of those provided by northern colleges. Assistance in obtaining financial aid information comprised 11 per cent of requests at southern colleges and 25 per cent of requests at northern colleges.

In addition to the career services provided directly to clients, college career counsellors identified and acquired resource materials, developed and implemented promotional plans, initiated record keeping systems, and have been extensively involved in regional and provincial co-ordination, training and needs identification activities.

The implementation of the career services program in the community college system has attained its present success and acceptance as a result of the tremendous enthusiasm and support for the program by the boards and staff in each college region, and their co-operation among colleges with the department.

Saskatchewan Community College Regions

** Saskatchewan Indian Community College offers educational programs on Indian reserves throughout Saskatchewan.*

***Natonum Community College is now known as the Prince Albert Regional Community College.*

Institute Operations Branch

The **Institute Operations Branch** was established in August, 1984 to support and co-ordinate delivery of technical/vocational training in the province. It also serves as a linkage for co-ordination of institute activities within the department and within government.

Technical Institutes

There are four technical institutes in Saskatchewan:

- **Kelsey Institute** of Applied Arts and Sciences in Saskatoon,
- **Wascana Institute** of Applied Arts and Sciences in Regina,
- **Saskatchewan Technical Institute** in Moose Jaw, and the
- **Prince Albert Technical Institute** (now **Northern Institute of Technology**).

The technical institutes deliver a variety of programs which lead directly to employment in business, industry or government. Program selection and development respond to identified post-secondary needs related to provincial manpower requirements and occupational trends. Programs are offered in the general areas of trades, technologies, service occupations, agriculture, health sciences and business education.

During the year under review the government completed the second year of a four-year plan to increase the capacity of Saskatchewan's technical/vocational training system. This involved increased capacity at the three existing institutes, as well as construction of the new institute in Prince Albert and expansion of the Saskatchewan Skills Extension Program.

Answering the challenge to expand, institutes have increased student capacity through various innovations such as competency-based learning, co-operative education and broadening program choices for students.

Kelsey Institute

In 1984-85 **Kelsey Institute of Applied Arts and Sciences** in Saskatoon experienced another significant increase in overall registrations, following a pattern of major increases over the past three years. The total recorded registration was 10,496 in 1984-85 compared to 9,696 for 1983-84. The growth in registrations over a five-year period has been 64.2 per cent.

There was a noteworthy increase in programs offered in co-operation with the community colleges. The number of courses offered increased to 164 from 134 with recorded registrations of 2,640 as compared to 1,881 for the previous year. Candidates continued to express a preference for employment-related courses as opposed to those of general interest.

Additional courses were initiated primarily in the *Industrial Division*, to provide training under the Saskatchewan Skills Development Program. Candidates were referred by the Social Services Department. Sixty-two students received training under this plan.

A second year of studies was initiated in the industrial electronics program for students wishing to progress from technician status and obtain a diploma in electronics technology. A second year was also added to the early childhood development program to provide either a certificate or diploma. Year one of the renewable resources technology program was not offered as the curriculum underwent a total review to meet the needs of employers. The program will be transferred to Prince Albert Technical Institute in 1986.

Saskatchewan Technical Institute

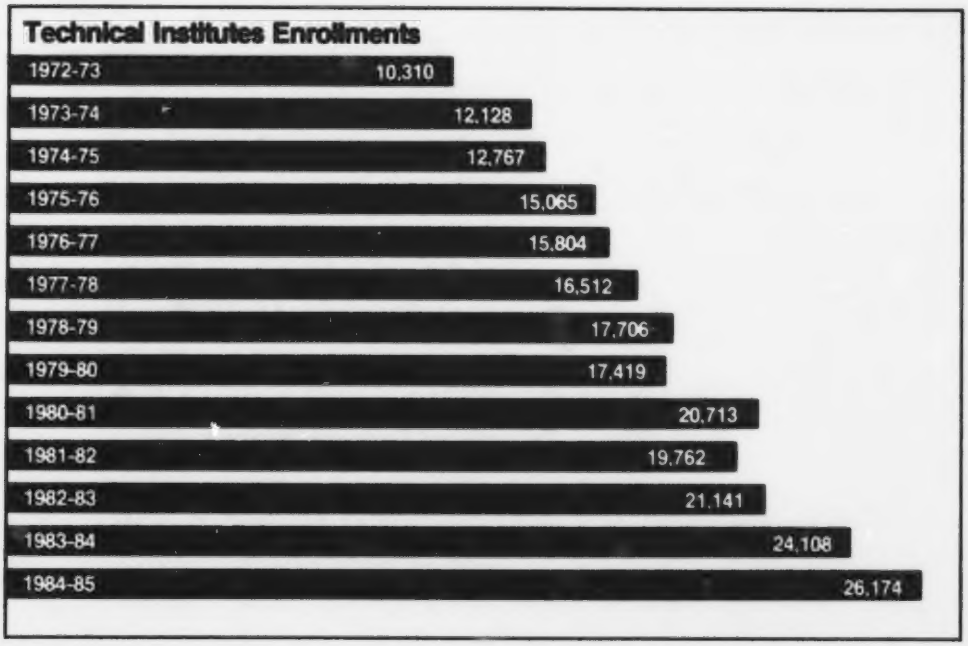
In 1984-85 **Saskatchewan Technical Institute** featured program initiatives, new program completions and closer relationships with industry. Apprenticeship enrollment decreased by 178 because of economic conditions. Co-operative education is now in operation in six program areas: accounting, surveying technology, marketing, public administration, business administration, and data processing. Attempts were made to improve academic accessibility for people with special learning needs. Also, the first computer retraining class for SaskTel employees was completed.

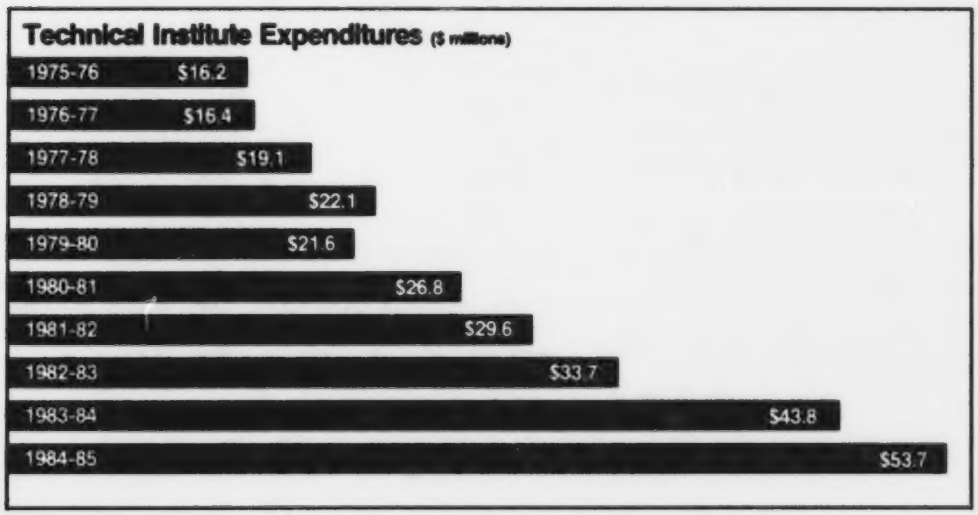
The *Business Division* had a 12.5 per cent increase in students at Moose Jaw and a 25 per cent increase in off-campus programs. At Moose Jaw the first public administration students and second year office education students graduated. The two-year business administration program is now available to status Indians and the first class graduated in June.

A program for Métis has started in Fort Qu'Appelle. Retraining to provide new skills for presently employed persons has commenced with two classes undergoing training in Regina.

Approximately 60 business students are completing their first work phase in the co-operative education program. A 65-week federally sponsored data processing program was operated on an extended-day basis with the first students graduating in May.

Total enrollment in the *Engineering Division* increased by 4 per cent. The first computer engineering graduates received their diplomas in May. Four federally sponsored 65-week programs including the new robotics program graduated their first students in July. The division continues to offer correspondence and short residential training for Trans Canada Pipe Line personnel. Equipment is the most significant problem in this division.





In the *Industrial Division* there was a 12.5 per cent decrease in enrollment from last year, mainly in the apprenticeship training. This appears to be a national problem. However, duplication of programs is not a serious problem this year as in previous years.

The Extension Division was very active, with significant numbers of Native people participating in northern and special programs. A steady level has been maintained in training with industry. The institute continues to offer special introductory courses for women in several regions in southern Saskatchewan.

Several new programs have begun for students with special learning needs: remedial subjects, accessibility training, and preparation for federal programs. A new technical assistant program has been introduced.

Wascana Institute

During 1984-85, **Wascana Institute of Applied Arts & Sciences** experienced a major expansion. Building of the Winnipeg North Campus was completed in November 1984, and students began classes in January of 1985, primarily in the industrial and technical areas. Eleven new programs are now in operation in the building.

In addition, training in barbering and hairstyling began in October 1984 at the St. John Street Campus and in business programming at the Albert South Campus in January 1985. Program development continued in five additional areas which will commence operations in the next academic year. The new programs are operated on the competency-based mode of delivery — students enroll at any time space permits and complete their programs at their own pace. In order to facilitate competency-based learning, a training assistance program was established at the Winnipeg North and the Albert South Campuses to assist students who have minor deficiencies requiring remedial work or upgrading in specific areas.

In April 1985, Wascana Institute opened a Native Counselling service at the Winnipeg North Campus to provide more contact with prospective Native students and to provide in-house services to Native people enrolled in programs. The institute also introduced a special program to help students make training choices.

Conversion of the secretarial studies program to competency-based learning in the fall of 1984 allowed more flexibility and more students to take training during the year.

North Winnipeg Campus, Wascana Institute of Applied Arts & Sciences, completed in November 1984.

An increase of 600 student registrants in agricultural programs occurred during the reporting year mainly because of the wider range of program choices offered in more locations.

The first distance education program began in nursing refresher training in several outlying locations through the community colleges. Results of the program indicate that this method of training was highly successful in meeting the needs of rural residents.

Overall, Wascana Institute had a further significant increase in enrollment of 14 per cent. A further increase is expected in the next academic year as more programs become operational and the competency-based programs in the Industrial and Technical Division operate on a twelve-month year.

Prince Albert Technical Institute
(Northern Institute of Technology)

Construction commenced on the new $22 million facility which will house the **Prince Albert Technical Institute** in more than 15,300 square meters (165,000 square feet) of space. Work progressed all winter and by the spring of 1985 the outer shell of the building was constructed and brick-work on the outside was well on the way to completion. Some changes were made to the interior layout of the building to facilitate the unique program delivery system to be used at the institute. It is anticipated the building will be complete in the spring of 1986 with the first students using the facility in September, 1986.

The program configuration for the institute was established in the fall of 1984. There will be 25 programs offered through the *Business and Applied Arts Division* and the *Trades and Resources Division.* Development of learning materials to support the competency-based learning model of the institute began in early 1985. These materials will be completed for use in September, 1986. A student performance monitoring system will support the effective delivery of programs at the institute.

The first institute principal was hired in November, 1984. Since then the staff has grown to 40. This number is made up of new clerical, administrative and program development positions along with faculty and staff transferred from both Natonum Community College (now known as the Prince Albert Regional Community College) and STI in Moose Jaw.

On April 1, 1985 the administration and full responsibility of five pre-employment trades programs were transferred to Prince Albert Technical Institute from the former Prince Albert Vocational Centre, which was administered by Natonum Community College. This marked the beginning of training operations at the new institute.

In September 1985, the institute became officially known as the **Northern Institute of Technology.**

Meadow Lake Regional Vocational Centre

The **Meadow Lake Regional Vocational Centre** was established in 1973. The centre provides training in adult basic education, office education, building construction, commercial cooking, motor vehicle mechanical repair, introductory heavy equipment mechanics and apprenticeship training in carpentry.

The centre is equipped with facilities for mechanical and construction shops, kitchen cafeteria, resource centre, and access for sports and recreational activity. Residential trailers provide accommodation for single students taking programs at the centre.

Kelsey Institute of Applied Arts and Sciences is responsible for the centre's administration and programming. During 1984-85 enrollment in the centre's programs totalled 180.

Prince Albert Vocational Centre

The **Prince Albert Vocational Centre** was established in 1967 to provide training in pre-employment trades and adult basic education. Natonum Community College was responsible for the administration, staffing and programming.

During the reporting year, the pre-employment trades programs were transferred to the Prince Albert Technical Institute and adult basic education to Prince Albert Regional Community College. The centre has now been phased out.

Manpower Division

The **Manpower Division** works to make Saskatchewan's adult and post-secondary education system responsive to the employment needs of individuals and employers. The division addresses labour market matters such as employment training, immigration policy, vocational guidance, employment counselling and employment development including direct job creation.

The divisional mandate is to further the Saskatchewan labour market by the following means:

- integration of existing departmental administrative and delivery responsibilities in departmental labour market programming;
- establishment and operation of labour market programs and services to promote employment and career opportunities for Saskatchewan residents; and
- facilitation of effective co-operation between the province and the federal government on immigration matters.

Emphasis is placed on assisting individuals to maximize their employment potential; employers to meet their labour market needs; and labour force participants to adapt to the impact of economic and technological change.

Youth Services Branch

The **Youth Services Branch** addresses the problems young people face in gaining employment by enhancing youth employability. The branch develops programs and services in three areas: job creation, career development and transitional initiatives which bridge the gap between school and work.

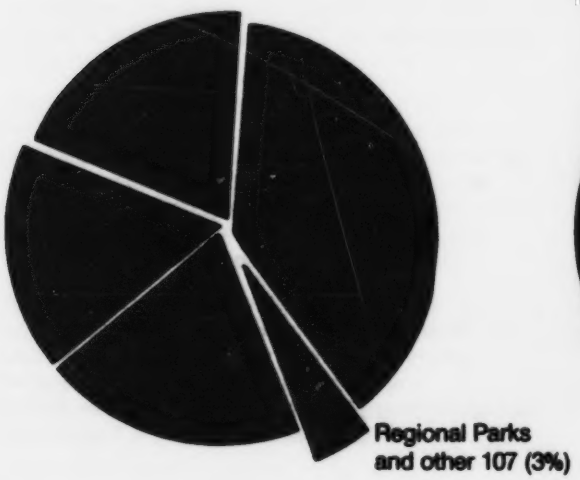
Saskatchewan Opportunities '84

Opportunities '84 was designed to provide summer employment for students entering or returning to post-secondary studies in the fall. The program provided students with practical work experience and assisted them in financing their continuing education.

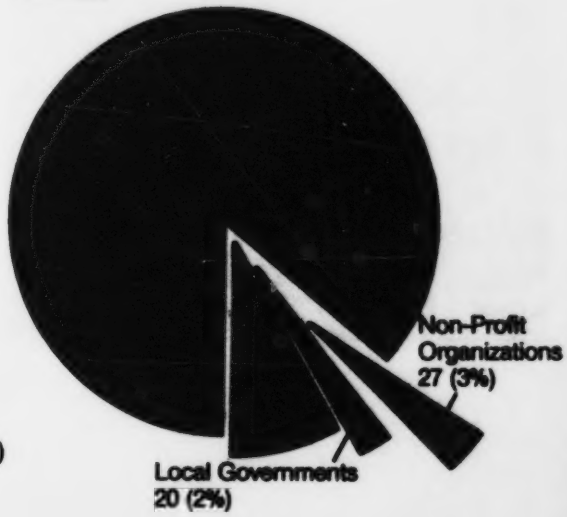
A maximum subsidy of $350 per month was provided to eligible employers for each full-time student summer job created. The subsidy was available for three months during the May to September period. Final figures show that 3,986 jobs were created through the Opportunities '84 program.

During the final quarter of the reporting year this successful student summer employment program was introduced as the **Canada-Saskatchewan Opportunities '85 Program.** This new Saskatchewan program is funded jointly between the federal and Saskatchewan governments.

Opportunities '84 Program:
Jobs Created by
Employment Sector
Total: 3,986



Saskatchewan Access – Youth Employment Program:
Jobs Created by Employment Sector
Total: 966



Saskatchewan Access ... Youth Employment Program

This wage subsidy program assists employers to create new jobs for significantly unemployed non-student youth.

A wage subsidy of $2.50 per hour was available to approved employers for full-time jobs of 24 to 30 weeks in duration. By the end of the reporting period, 966 jobs had been approved.

The Access Program was expanded to include a winter works component wherein an additional 668 youth employment opportunities were approved. During the 1985 program year this successful program will be continued.

The Access Program is administered in harmony with Employment and Immigration Canada. Local Canada Employment Centres refer eligible qualified youth to participating employers.

These job creation initiatives are available to all economic sectors in the province: business, farms, non-profit organizations and local governments.

In addition to these job creation initiatives, a *Job Search Handbook* has been developed to assist young people in preparing a resume, conducting a job search and presenting themselves at an interview. The publication will serve as a practical guide, providing a step-by-step approach to youth who are looking for work.

Copies of the handbook have been mailed to youth organizations throughout Saskatchewan, to students in grades 10 to 12 and to secondary and post-secondary institutions.

Women's Services Branch

The **Women's Services Branch** serves to enhance the access of women to education, training and employment in Saskatchewan. During 1984-85 the branch reached significantly larger numbers of Saskatchewan women through its publications, educational programs, career counselling and resource centre.

The branch introduced a newsletter to provide current information on training courses and education and employment for women. Another publication, *A New Frontier — Women in Technology,* was produced in co-operation with the Society of Engineering Technicians and Technologists of Saskatchewan. A brochure describing the branch and its services was also published. As well, the publication *Challenging Your Future: Some Choices for Women* was purchased for distribution to career counsellors, instructors and students.

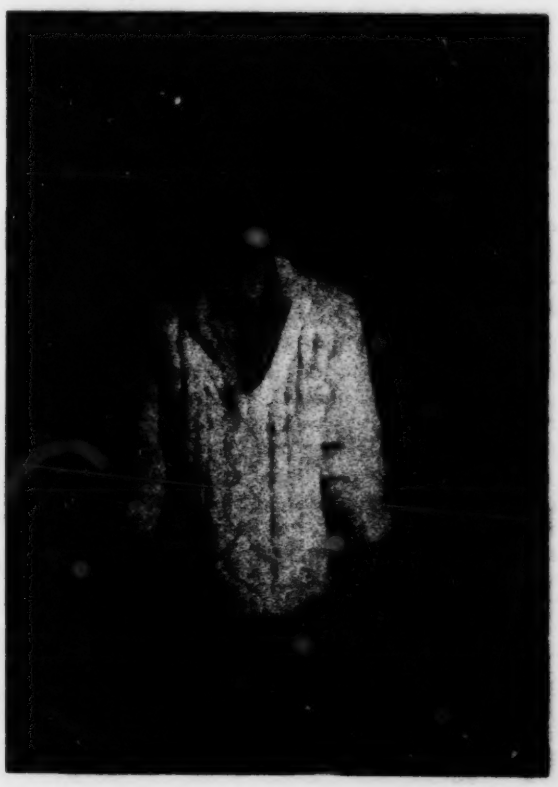
Several popular publications were updated and reprinted, including: *Did You Know? or ... Statistics to Blow Your Mind* and *The Job Search, The Resume* and *The Interview.* Developmental work was also completed on the publication, *Women Working.*

Expanded numbers of workshops and presentations were offered for community colleges, technical institutes, universities, women's groups, professional and community associations, high school groups and service clubs. Workshop topics included "Women in the Work Force", "Career Explorations: Non-Traditional Jobs for Women", "Training for Employment", "Emerging Careers of the Future" and "The Job Search Package". Thirty-one workshops, averaging half a day in length, were delivered to 493 participants; 34 presentations were made to 1,189 persons.

Career counselling to assist women in their job search, resume writing and job interviews was provided to 264 persons compared to 200 persons in the previous year. The service was also made available on a group basis throughout the province. A telephone counselling service was initiated in 1985 for homebound and out-of-town clients.

The branch played a significant role in the implementation of the Canadian Congress of Learning Opportunities for Women's Bridging Program for Women at the Regina Plains Community College. This unique federal-provincial pilot project provides counselling, skills training, upgrading and support for women seeking entry or re-entry into either the labour force or educational and training systems. During 1985-86, the project is expected to assist 300 women in gaining a foothold into the work world.

In December 1984, the position of director was staffed and a public reception was held February 1, 1985 to introduce the director to the women's community. As part of her initial orientation, the director embarked on *Contact '85.* She visited 18 post-secondary educational institutions and representatives of 18 women's groups and other organizations throughout the province. As well, she was interviewed by 20 media outlets. As a result, greater awareness of the Women's Services Branch was created and information was obtained about concerns on education, training and employment for women.



The branch continues to assist the public and private sectors in affirmative action programming and personnel/policy planning. The release of the federal Royal Commission Report by Judge Rosalie Abella on "Equity in Employment" sparked renewed consideration of employment equity initiatives.

The branch played an active role on the Interdepartmental Committee on Family Violence Working Group and the Steering Committee to the Spousal Abuse Core Training Program. The latter committee, chaired by a branch staff member, is overseeing the implementation of a core training package for professionals and paraprofessionals who work with victims and perpetrators of family violence. The branch also provided funding to assist the Saskatchewan Women's Institutes and the Saskatchewan Battered Women's Advocacy Network to provide 25 educational programs on family violence throughout the province.

Liaison was maintained with the Women's Secretariat. Through the Secretariat, the branch was closely involved with the development of a Saskatchewan Plan of Action to Enhance the Participation of Women. Two of the five sector committees for the plan, dealing with employment and education and training, were chaired by branch personnel. The director of the branch also co-ordinated the Department of Advanced Education and Manpower's participation in the plan. The plan afforded an opportunity to develop strategies for extending women's education and employment opportunities.

The Women's Resource Centre distributed a total of 91,268 publications compared to 41,118 in the previous year. Of this total, 86,205 were publications produced by the Women's Services Branch. The number of persons requesting Resource Centre materials in 1984-85 totalled 4,787 compared to 1,498 the previous year. The Resource Centre is a public lending library which has a unique collection of more than 5,000 books, documents, vertical files and audio/visual materials related to women's concerns and issues.

A highlight of research activities was the preparation of a summary research paper on distance education for women. Research on women and education, training and employment contributed to government policy and provided major support to the branch's publications and educational endeavours. Organizations and members of the general public were also assisted with their research and information needs.

The branch continues to provide policy advice on matters affecting the education and employment of women in Saskatchewan to achieve an overall goal of equity for women.

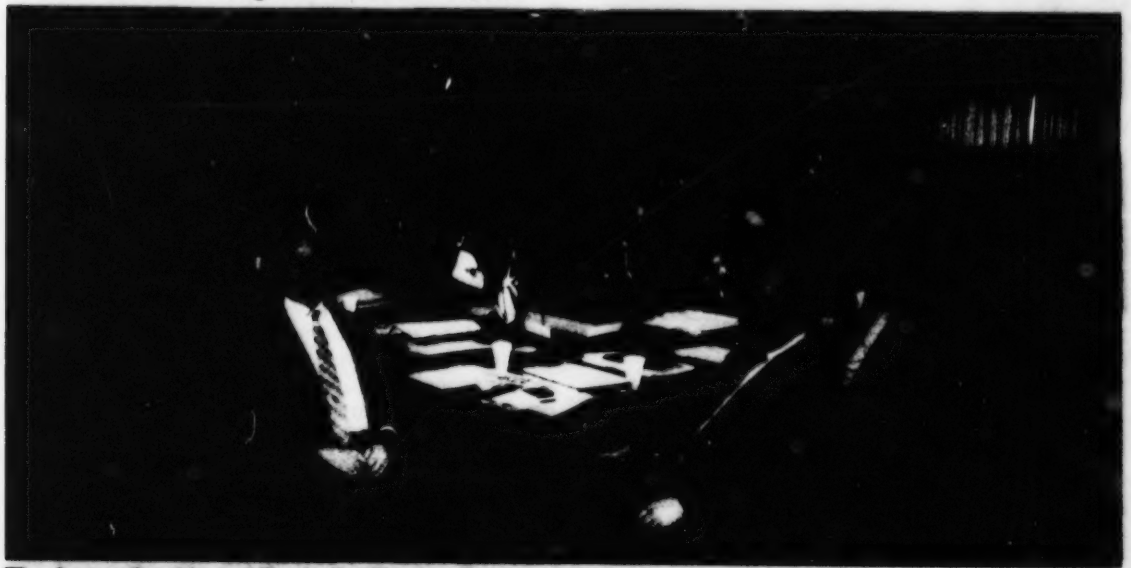
Apprenticeship and Trade Certification Branch

The **Apprenticeship and Trade Certification Branch** is responsible for ensuring that Saskatchewan's apprentices and tradesmen are equipped with the necessary skills, knowledge and attitudes required in the work place. The major functions of the branch are:

- to administer *The Apprenticeship and Trade Qualification Act* (which will change to The Apprenticeship and Trade Certification Act upon proclamation);
- to develop, implement and promote the province's apprenticeship training program;
- to provide counselling and consultation services to apprentices, tradesmen and employers at the job site;
- with the assistance of the Provincial Apprenticeship Board and trade advisory boards, to establish and develop standards, curricula and examinations for the certification of tradesmen and the updating of journeymen;
- to review on a regular basis the Act, general regulations and trade regulations to ensure they reflect the training needs of industry;
- with the assistance of industry, to identify trades which should be designated under the Act; and
- to administer the interprovincial **"Red Seal" program** and share in the development of the program with the other provinces and territories.

During the 1984-85 fiscal year four new trades were designated. They are: agricultural machinery technician, industrial instrument maintenance mechanic, drywall and acoustical mechanic, and cement finisher. This brings to 30 the number of trades designated under *The Apprenticeship and Trade Qualification Act.* Trade advisory boards will be established shortly for the four new trades after which work will begin on the development of trade regulations, programs and standards.

Apprenticeship training has two major components: technical training, usually provided at a technical institute; and on-the-job training, completed under the supervision of a certified journeyman. The supervising journeyman is responsible for assisting the indentured apprentice to develop the skills, knowledge and attitudes necessary to become a well-qualified craftsman.

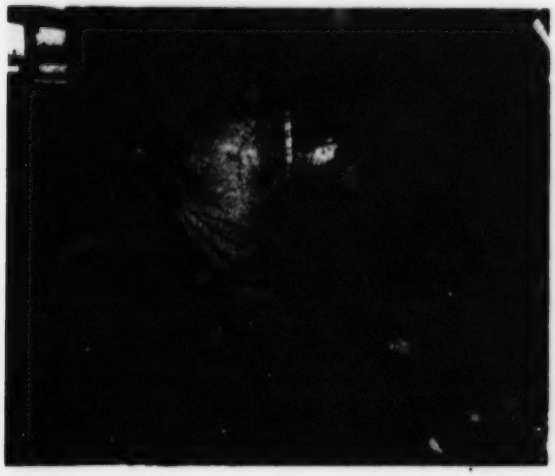


The Apprenticeship and Trade Certification Branch of Saskatchewan Advanced Education and Manpower hosted the Interprovincial Standards Program Co-ordinating Committee fall '84 conference in Regina. Directors of Apprenticeship from Canada's ten provinces and two territories were in attendance.

At the end of their period of apprenticeship, apprentices write the journeyman examination and upon successful completion, receive the Certificate of Qualification (signifying journeyman status) and the Certificate of Apprenticeship Completion.

The apprenticeship training program is funded jointly by the federal and provincial governments. Funding includes the sharing of costs directly related to technical training and the development and administration of the interprovincial standards program. While attending technical training, apprentices who are eligible receive unemployment insurance benefits; those who are not eligible receive training allowances from Employment and Immigration Canada.

The trade certification program is designed so that tradesmen who have not served a formal apprenticeship but have worked in a trade for a period of time equivalent to the apprenticeship program may challenge the journeyman examination. Those who are successful receive the Certificate of Qualification.



New Legislation

A new *Apprenticeship and Trade Certification Act* was introduced and passed at the spring session of Legislature. This new Act will be proclaimed when the revised Apprenticeship and Trade Certification General Regulations and Trade Regulations are ready for implementation.

Advisory Boards

The **Provincial Apprenticeship Board** assists the branch in the overall development of the apprenticeship and trade certification program. The board met four times during the 1984-85 academic year.

A provincial trade advisory board is established for each designated trade to assist the branch in developing and revising trade regulations, identifying overall training needs and considering other matters of importance to the trade. In a number of trades, a curriculum and examination development board is established to assist in the development and revision of the occupational analysis, program outlines and examinations. Where such a board is not established, the trade advisory board carries out these functions. Trade examining boards are established for a number of trades to assess the trade experience of examination applicants and to evaluate candidates undertaking practical examinations.

Curriculum and Examination Development

The branch has in place a system for developing and revising programs relevant to industry. This system includes the development of provincial occupational analyses which in turn are used in the development of apprenticeship programs and pre-employment programs related to the designated trades, upgrading courses for tradesmen and updating courses for journeymen.

This year curriculum and examinations development occurred in 23 designated trades, in conjunction with trade advisory boards, curriculum and examination development boards, and the technical institutes. This activity involved the development of provincial occupational analyses, apprenticeship program outlines, upgrading and updating program outlines, provincial journeyman and level examinations and interprovincial journeyman examinations.

Provincial occupational analyses were developed or started in 28 trades.

The branch revised and updated six provincial journeyman examinations, seven level examinations and three practical examinations, and participated in the validation of three interprovincial journeyman examinations.

Indentures, Completions and Cancellations

During 1984-85, 930 new apprentices were indentured, 649 persons completed their apprenticeships by qualifying as journeymen and 593 apprenticeship agreements were cancelled; 4,096 apprentices were under agreement as of June 30, 1985, reflecting a decrease of 312 from the number registered at the end of June 1984.

Between July 1, 1984 and June 30, 1985 local trade examining boards held 578 various journeyman trade examinations to determine the qualifications of 2,562 candidates. During the same period, 3,215 individuals were issued a certificate following examination or by renewing their certificate.

Interprovincial Standards

The interprovincial standards, by mutual agreement, have been established and approved across Canada in 20 trades: boilermaker, bricklayer, carpenter, cook, electrician, heavy duty equipment mechanic, industrial mechanic (millwright), crane and hoist operator, power lineman, machinist, motor vehicle body repairer, motor vehicle mechanic, painter and decorator, plumber, radio and television repairer, refrigeration and air conditioning mechanic, sheet metal worker, sprinkler system installer, steamfitter/pipefitter, and welder.

Interprovincial examinations may be written by apprentices who have completed training and are eligible to write for provincial journeyman certificates, as well as by tradesmen who hold provincial journeyman certificates in their trades.

As of June 30, 1985, 12,365 apprentices and journeyman tradesmen have written the interprovincial standards examination, 9,191 received a pass mark and 8,859 had the interprovincial standards seal affixed to their certificates of qualification and/or certificates of completion in apprenticeship.

Native Services Branch

The **Native Services Branch** performs three major functions:

- to provide policy, liaison and co-ordination for Native programs in the department,
- to administer the **Native Career Development Program (NCDP),** and
- to administer the training component of the federal-provincial *Special Agriculture and Rural Development Agreement* **(Special ARDA).**

Policy, Liaison and Co-ordination

Due to the number of programs offered by the department which assist Native people in accessing training and employment, the branch has been designated as the focal point for policy development, and liaison with other departments, levels of government and Native organizations.

A Native Programs Committee was established in 1984-85 to co-ordinate departmental Native programs. The committee prepared a Native programs policy statement.

Native Career Development Program

The **Native Career Development Program (NCDP)** has been in existence for four years to assist in "training-to-employment" people of Native ancestry who are either unemployed or underemployed. The program uses a competency-based training model in which program staff first identify jobs with an interested company. The employer and the program staff then develop an individualized training plan for each specific designated job. A "service agreement" contract is then signed between the employer and the department to formalize the employer commitment to provide training resources and to guarantee that a permanent job is available for the Native worker following the successful completion of training. This "training-to-employment" model is designed to provide skilled Native workers for Saskatchewan businesses and improve the career opportunities available to Native people in the province.

The program's flexible approach to the variety of employer training requirements is one of the factors which sets NCDP apart from other available training options. In addition, program staff assist employers in recruiting prospective trainees and provide counselling or other special assistance to trainees as necessary to ensure successful completion of the "training-to-employment" plan.

Other components of the program which relate to assisting Native clients in finding employment or in increasing employment-related skills have been reorganized and expanded into what is called "Employment Enhancement Training". This training takes the form of seminars which will assist clients in securing employment or in training related to economic development initiatives such as wild rice harvesting.

In 1984-85 NCDP increased its activity from 82 training placements to 362 training placements during the year while reducing the cost per placement from $3,800 to $3,200. The following table provides a comparison with previous years' activities:

	1982-83	1983-84	1984-85
Training Positions	63	82	362
Direct Placements to jobs	55	45	50
Employer Contacts	400	550	700

Special Agriculture and Rural Development Agreement

The *Special Agriculture and Rural Development Agreement (Special ARDA)* is a cost-sharing program with the federal government designed to assist rural residents of Native ancestry with socio-economic development. The training component of the agreement is administered by the Native Services Branch. Eight projects are currently in progress.

These projects include such initiatives as funding for Native economic and employment development co-ordinators who work with the Association of Metis and Non-Status Indians of Saskatchewan in order to stimulate business development and employment for Natives in Saskatchewan.

In 1984-85, the Special ARDA training budget increased by 100 per cent in order to reflect the growing demand for the training of Native people in the rural areas, especially in Northern Saskatchewan. New initiatives in the north include decentralizing the training related to the wild rice industry and the trapping industry.

Financial and Administrative Services Division

The Financial and Administrative Services Division has three branches: **Administrative Services, Financial Planning,** and **Student Financial Services.** The executive director of the division serves as Legislation Officer for the department and is responsible for the department's financial management strategy.

The Administrative Services Branch is responsible for all accounting and financial reporting activities of the department and provides administrative and financial advice to technical institutes and community colleges. It also provides support services for the Regina head office such as mail-handling; office space allocation; and the procurement, maintenance and disposal of office equipment, vehicles, office supplies and specialized services.

The Financial Planning Branch oversees the preparation of the departmental budget and monitors expenditures throughout the fiscal year. This branch ensures that the legislative and regulatory authorities required for the operation of departmental programs are obtained.

Student Financial Services Branch

The Student Financial Services Branch administers and co-ordinates financial assistance programs for Saskatchewan residents enrolled in post-secondary study. Major programs include the federally-sponsored **Canada Student Loans Program** for full-time and part-time students, and the provincial **Saskatchewan Student Loan** and **Saskatchewan Student Bursary/Special Incentive Bursary Programs**. In addition, there are numerous other scholarship and bursary programs financed by the *Student Aid Trust Fund* and administered in co-operation with other government departments, agencies or educational institutions.

During the reporting year, levels of assistance increased in the following:

- Saskatchewan Student Bursary from $62.50 per week of study to $65.50 per week of study,
- Special Incentive Bursary from $100 to $105 per week of study, and
- Canada and Saskatchewan Student Loans from $100 per week of study to $105 per week of study.

Financial assistance is authorized to students by the Minister of Advanced Education and Manpower on recommendations made by the Scholarship, Bursary and Loan Committee. The committee, which consists of representatives from government, educational institutions and student councils, also advises the Minister on the development and administration of the scholarship, bursary and loan programs.

The branch administers the Canada and Saskatchewan Student Loan programs which, during the year under review, provided loans up to a maximum of $105 per week of study to full-time students enrolled in recognized post-secondary courses at designated educational institutions. The loans are authorized on the basis of need and are interest-free while recipients are full-time students and for an additional six-month period following graduation or discontinuation of studies. The **Canada Student Loans Program,** while funded by the federal government, is administered by the province and assists Saskatchewan residents studying anywhere in the world. From July 1, 1984

to June 30, 1985, loans totalling more than $22 million were authorized to more than 9,500 students. Students repay their loans at any Canadian chartered bank with the federal government guaranteeing repayment to the banks.

The branch also administers the part-time **Canada Student Loans Program** which is funded by the federal government. Under this program a part-time student may borrow up to $2,500. Repayment of a part-time loan begins 30 days after negotiation of the loan. From July 1, 1984 to June 30, 1985, part-time loans totalling $16,021 were authorized to 18 students.

Saskatchewan Student Loans are intended to assist persons studying full-time in Saskatchewan who are not eligible for Canada Student Loans because of entrance requirements. Funding is for adult basic education or senior matriculation programs. In 1984-85, Saskatchewan Student Loans totalling more than $43,000 were authorized to 20 students.

A Saskatchewan Student Bursary is only available for the first five years (10 semesters) of post-secondary study; students are eligible for Saskatchewan student loans to supplement their Canada Student Loan after that five-year period. In 1984-85 Saskatchewan Student Loans totalling more than $487,970 were authorized to 334 students with more than five years of post-secondary study.

Saskatchewan Student Bursaries, to a maximum of $65.50 per week of study, were available to loan recipients. Saskatchewan Student Bursary assistance is available to students with high need at any designated institution in Saskatchewan. One-half the bursary amount is available to students attending public out-of-province institutions.

A **Special Incentive Bursary** to a maximum of $105 per week of study is available to loan recipients who are accepted into the Special Incentive Program. This bursary is granted to disadvantaged students with special need. In 1984-85 more than $7,374,000 was granted to 5,310 students by way of Saskatchewan Student Bursaries/Special Incentive Bursaries.

The amount of a student's loan and bursary award is determined by a standard assessment, applying the established criteria of the student aid program. A student may request a reassessment of the award if his or her financial circumstances change sufficiently. If a student's case is unusual and special circumstances exist which are outside the scope of the established administrative criteria, the student may request that his or her file be reviewed by the Appeals Sub-Committee. In 1984-85, the Sub-Committee heard 251 appeal cases and in 152 instances recommended that additional assistance be authorized.

In 1984-85, the following scholarship, bursary or loan programs were also administered in whole or in part by the Department of Advanced Education and Manpower in co-operation with the department, agency or educational institution listed:

Saskatchewan Advanced Education and Manpower Scholarships & Awards:

Technical Institute Scholarships:

Scholarships valued at $220 each for students in certificate programs and $390 each for students in diploma programs are granted at Saskatchewan Technical Institute, Kelsey and Wascana Institutes. The awards are granted on the basis of high academic standing.

Technical Institute Entrance Scholarships:

These scholarships are intended to attract top high school graduates to the institutes and to recognize their academic achievement. Scholarships valued at $660 each are available for one-year certificate program students and $1,170 each for diploma programs.

James Dickson Scholarship:

One award of $500 is made annually to a graduating Grade 12 student of black ancestry who is entering post-secondary study at an approved educational institution.

D. R. Simmons Memorial Scholarships:

Two awards of $500 each are awarded annually to graduating Grade 12 students of Indian or Métis ancestry who are entering post-secondary study at an approved educational institution.

Jeanne Sauvé Awards:

Two Jeanne Sauvé Awards of $1,000 each are available to senior special education students at the University of Regina and the University of Saskatchewan.

Fuhrmann Emergency Loans:

This program provides short-term loans to a maximum of $400 each to full-time students attending Saskatchewan's technical institutes. Loans are authorized only when all other financial resources have been exhausted and must be repaid in 90 days. This plan was made possible by a $12,000 donation from the Fuhrmann family of Regina.

Saskatchewan Education Awards & Bursaries:

General Proficiency Awards:

Awards of $200 each are available to the top graduating Grade 12 students at each Saskatchewan high school.

Teacher Upgrading Bursaries:

This program provides bursaries to a maximum of $800 each to assist teachers in obtaining training in specialized fields in which there are shortages of qualified teachers.

Bursaries for Teachers of the Hearing Impaired and Teachers of the Visually Impaired:

This program is intended to encourage the training of teachers of the hearing impaired and the visually impaired. The bursaries are offered in conjunction with an agreement between Saskatchewan and British Columbia and are tenable only at the University of British Columbia for specified diploma programs. The value of the bursaries is $5,000 for a recipient with dependents and $4,000 for a recipient without dependents.

French Language Teacher Education Bursaries:

Bursaries are available to teachers wishing to improve their techniques in the teaching of French.

French Language Study Fellowships:

Fellowships to a maximum of $500 each in Saskatchewan and $2,000 each out-of-province are available to full-time students enrolled in post-secondary programs offered in French (i.e., at least 60 per cent of their courses in French). The Saskatchewan Student Aid Fund is reimbursed by the Secretary of State for all bursaries awarded.

French Language Travel Bursaries:

Bursaries equivalent to two round-trip economy air fares are available to Francophones pursuing full-time studies in French outside Saskatchewan. The Saskatchewan Student Aid Fund is reimbursed by the Secretary of State for all bursaries issued.

French Language Teacher Education Bursaries:

Bursaries are available to teachers wishing to improve their techniques in the teaching of French.

Location	Categories	Amount
In Saskatchewan or in Western Canada	Teachers residing in the centre where the course is offered	$35 per credit hour*
	Teachers residing outside the centre where the course is offered	$35 per credit hour*, and $65 per week
In France, Belgium or in Eastern Canada	Study in France and in Belgium organized by the respective governments	$850
	Courses offered by a bilingual or Francophone post-secondary institution	Maximum $1,200: $35 per credit hour* $500 travel costs and $140 per week

*Each credit hour is approximately 13 hours of instruction.

University Scholarships:

In 1984-85 approximately $3.2 million was allocated to the University of Regina and the University of Saskatchewan to provide scholarships to undergraduate and graduate students who achieve high academic standing.

Saskatchewan Agriculture Fellowships:

Veterinary Medicine Fellowships:

Students enrolled in post-graduate studies in Veterinary Medicine at the University of Saskatchewan, particularly in the area of food-animal practice, are eligible for fellowships to cover tuition, books and living expenses. A maximum of $33,900 is allocated annually for this program.

Duke of Edinburgh Research Fellowships:

One new fellowship of not more than $10,680 is awarded annually to a student from a developing Commonwealth country to pursue post-graduate agricultural research at the University of Saskatchewan. A recipient may be recommended to receive an extension of the award to a maximum of $10,680 for a second academic year. The amount of the award may vary depending on the type of program.

Saskatchewan Social Services Bursary Program:

A maximum of $58,305 has been allocated for this program in 1984-85 to cover the costs of tuition, books, living expenses and transportation for employees of non-governmental social services agencies who sought further training in social work or administration. The recipients must return two months' employment to the social services agency for each month of educational leave.

Saskatchewan Health Paramedical Bursaries:

Awards to cover the costs of fees, books, living expenses and transportation are available to students who must attend out-of-province universities to obtain professional qualifications in a public health specialty. The amounts granted vary according to individual circumstances and carry service commitments. In 1984-85, more than $353,000 was allocated for this program.

Saskatchewan Research Council Scholarships:

This program is intended to encourage and assist graduate students in pursuing higher degrees in preparation for a career in scientific and industrial research and to create an interest in research relating to the development of the natural resources of the province. Three scholarships of $8,200 each are awarded annually.

Planning and Evaluation Division

The **Planning and Evaluation Division** provides co-ordination and management support services to the department in the areas of strategic planning, policy formulation, program evaluation, information resource management and labour market research.

The **Planning and Evaluation Division** is comprised of the following:

- Policy and Evaluation Branch
- Information Resources Management Services Branch
- Labour Market Planning and Information Branch

Policy and Evaluation Branch

The **Policy and Evaluation Branch** is responsible for ensuring that a departmental perspective is applied to programming issues through the establishment and co-ordination of corporate and strategic planning in the department.

The corporate planning process provides policy direction to the department through the articulation of the departmental mission and the discussion of major trends and emerging issues affecting programs in the post-secondary education area.

Strategic planning involves the development of major strategies and programs which give effect to the organizational purpose and establish key areas and activities. The evaluation of departmental programs and policies provides essential feedback on the effectiveness and efficiency of departmental operations.

Information Resources Management Services Branch

The **Information Resources Management Services Branch** (formerly Management Information Services Branch) assists the department in meeting its informatics needs through:

- developing policies on the most effective and efficient use of informatics technology and resources;
- evaluating and advising on informatics proposals to acquire appropriate informatics solutions;
- operating the following departmental systems:
  - — Program Account Budgeting System
  - — Community College Accounting System
  - — Student Information System
  - — Student Aid Information System
  - — General Education Development System.

During 1984-85 the branch:

- implemented a strategic planning exercise to address the administrative information needs of the department;
- assisted the new Northern Institute of Technology with the acquisition of a system to support competency-based education; and
- conducted presentations in the four technical institutes on the background, documentation requirements and process of the government's informatics policy and purchasing requirements.

Labour Market Planning and Information Branch

In 1984-85 the **Labour Market Planning and Information Branch** had responsibility for four activities aimed at providing support to public and private sector organizations in their human resource planning and at helping individuals to make informed career and learning choices. The four areas included:

- training needs assessments
- labour market planning
- labour market information
- graduate follow-up studies

Training needs assessments were conducted in specific occupational areas based upon requests from the private sector, other government departments and the post-secondary education system. This activity provided a means for direct input by business, industry and labour into the development of post-secondary learning opportunities, and also enhanced the efficient use of training resources.

Labour market planning included liaison with the public and private sectors to co-ordinate manpower information, conduct supply and demand analyses of the provincial labour market, identify labour market issues and develop a labour market strategy. Co-operation with the federal government,

business and labour in the development of the *Canadian Occupational Projection System (COPS)*, was an on-going activity in this area.

Labour market information activity involved the dissemination of labour market data through the branch's publication, ***Labour Market Monthly Review***, and through presentations and workshops.

The branch also conducted follow-up studies that provided educational, demographic and employment information on graduates of technical-vocational programs. The studies assisted in evaluating the effectiveness of training programs and indicated where training needs assessments may be required. The ***Employment Statistics Report*** and follow-up reports provided labour market supply and demand information for the public and private sectors for use in human resource planning. Employment rates, locations, incomes, typical occupations, duties and employing agencies were highlighted for each technical institute program.

The labour market information and interdepartmental co-ordination functions were assumed by the Employment Development Agency when it was established in January, 1985. The Labour Market Planning and Information Branch, thereafter, became more actively involved in the training needs assessments which resulted in the branch being transferred to the Planning and Evaluation Division in April, 1985.

To acquire a better understanding of the skills required in Saskatchewan's potash industry, Labour Market Planning and Information (LMPI) Branch members go underground at the Cory mine near Saskatoon.

University Affairs Division

The **University Affairs Division** assumed the responsibilities of the Saskatchewan Universities' Commission in 1983 in order to fully realize the direct partnership between the university community and the Government of Saskatchewan.

The university community includes:

- University of Regina
- University of Saskatchewan
- federated colleges, and
- affiliated colleges.

The division acts as an intermediary between the university community, Treasury Board and Cabinet through the Minister of Advanced Education and Manpower. In general, the division articulates provincial government policies, trends and fiscal concerns for the boards of governors and senior administration of the universities.

The division acts on behalf of the Minister of Advanced Education and Manpower in fiscal, capital and operating matters relating to the universities. Of primary concern are the sectors of the university community which are affected by the direct operating base grant, capital fund and the **University Renewal and Development Fund (URDF)** provided by the provincial government.

Highlights of the 1984-85 reporting year for the University Affairs Division included:

- announcement of the University Renewal and Development Fund in April 1985. Preliminary capital program planning began in May 1985;
- capital grants to the universities — $11,897,000;
- approval given for:
  - ☑ Science Research Unit, University of Saskatchewan — $1.5 million;
  - ☑ Heat Wheel Replacement for air ventilation in the classroom laboratory building at the University of Regina;
  - ☑ repair of the Building Envelope, Education Building, University of Saskatchewan;
  - ☑ continued construction on the Geological Sciences Building at University of Saskatchewan.

Other division activities included:

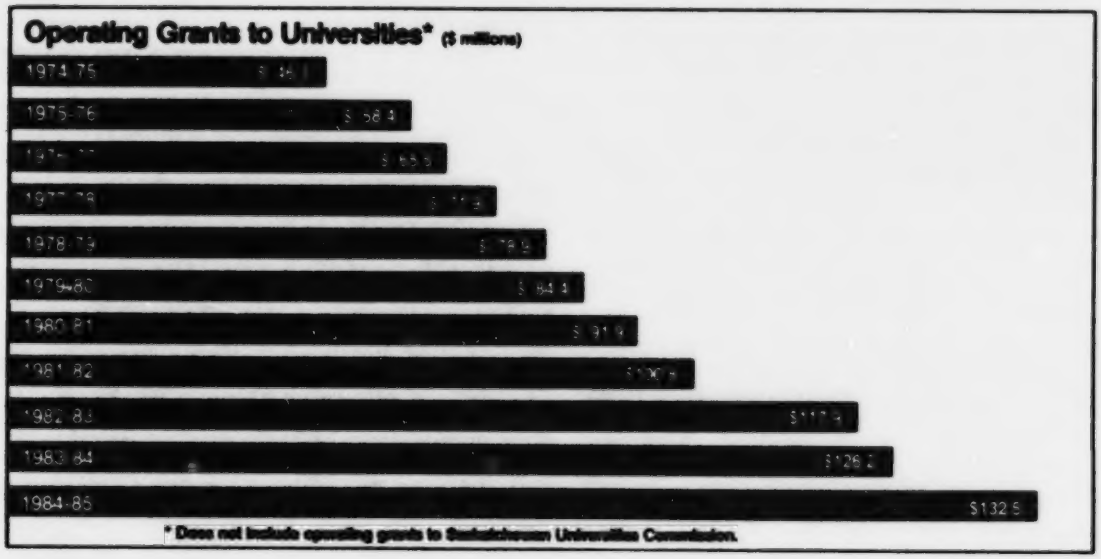
- work on the development of program space at the Prince Albert Technical Institute (now known as the Northern Institute of Technology);
- initiation and development of a space information system for technical institutes;
- review of a campus space information system, with agreement by both universities on updated definitions;
- preparation of policy papers for equipment replacement and for the major rehabilitation of university buildings, adapting the Stanford/ Manitoba model as capital funding models for the Department of Advanced Education and Manpower.

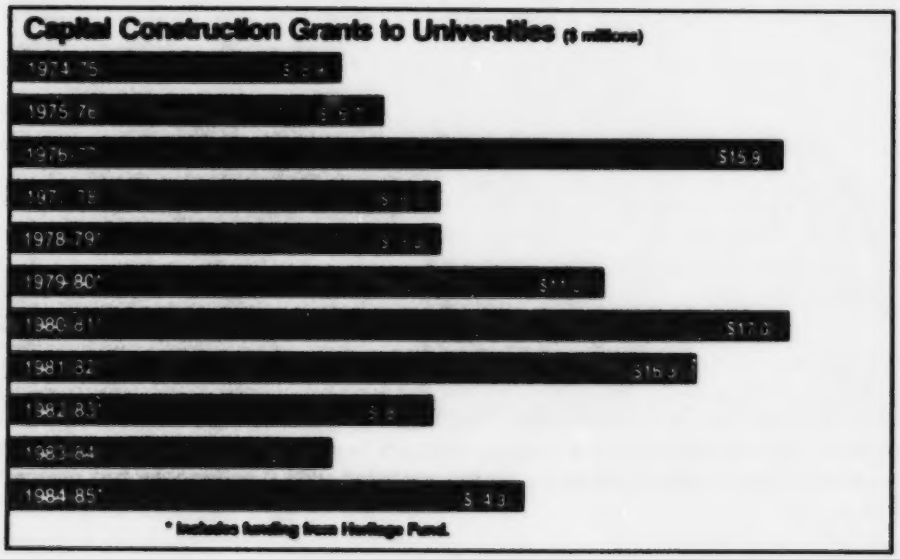
Classroom Building, University of Regina.

The Five Year Challenge

With the April 1985 budget, a new era in long-term planning and financing was launched in the university sector. An **Education Endowment Fund** was created for education. From this, $125,000,000 was provided in a **University Renewal and Development Fund** for Saskatchewan's two universities, as well as the federated and affiliated colleges.

This commitment on the part of government established a fund to 1990 for the University of Saskatchewan, University of Regina and federated and affiliated colleges. The broad purpose of the fund, as outlined in **Partnership for Progress,** is to enhance flexibility and ensure long-term planning in the university sector.





"If we are to ensure that the education system has the flexibility to adapt to changing circumstances and challenges, we must embark upon a process of renewal and development in our ... universities."

Planning plays a major part in the challenge for both universities. Taking both the capital and operating sides of the universities into account, following are some of the anticipated planning outcomes from the University Renewal and Development Fund:

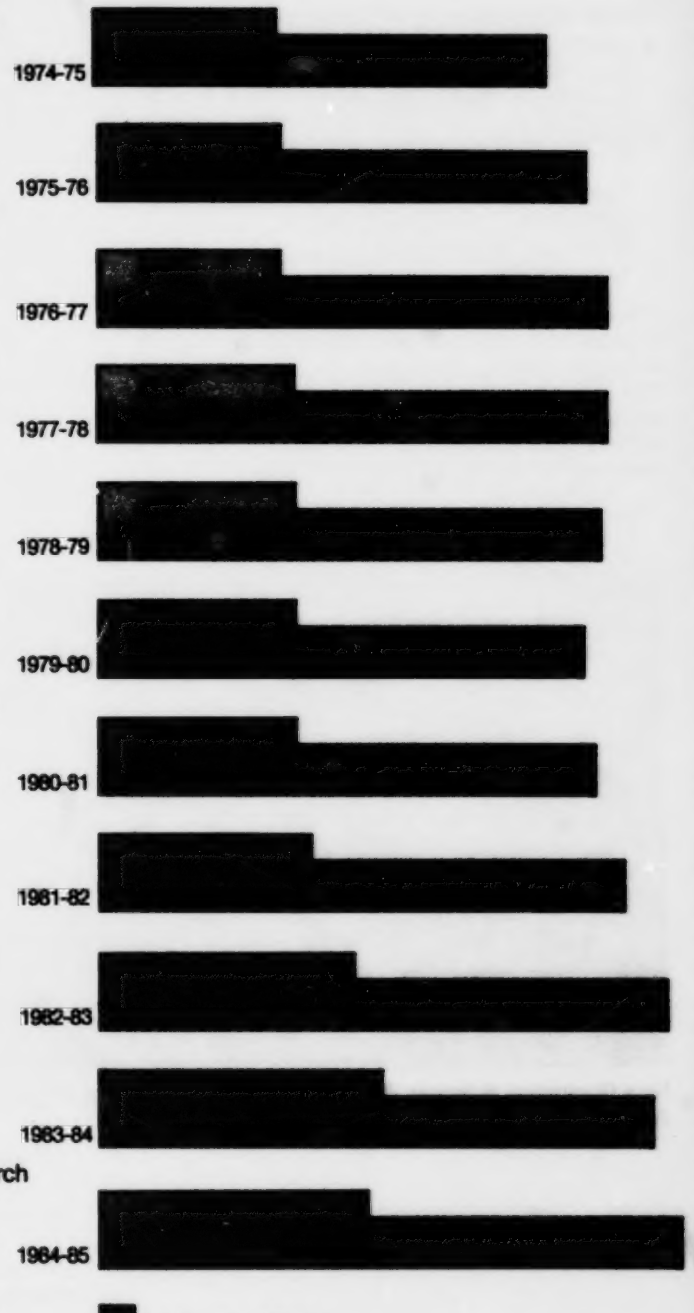
- the establishment of a consultative forum based on both a co-operative approach and the concept of shared financial responsibility;
- a commitment to the development of accountability mechanisms;
- agreement that students will see maximum benefit from the new funds;
- development of five-year operating and capital plans consistent with the financial commitment being made by the government.

Over the term of the University Renewal and Development Fund, a number of jointly-developed plans are expected. These will include: an overall university financial plan; a long-term, rationalized, capital plan; a program development and rationalization plan; and a staff resourcing and remuneration plan.

It is expected that such plans will address a number of specific high-priority problems which the universities now face:

On the operating side:

- the current funding formulae are insensitive to the differing needs of the two institutions and fail to incorporate efficiency incentives;
- problems of outdated teaching and research equipment;
- needs in the areas of distance education, health sciences; graduate studies; research across both campuses; and the recurring deficit problem at the University of Regina.

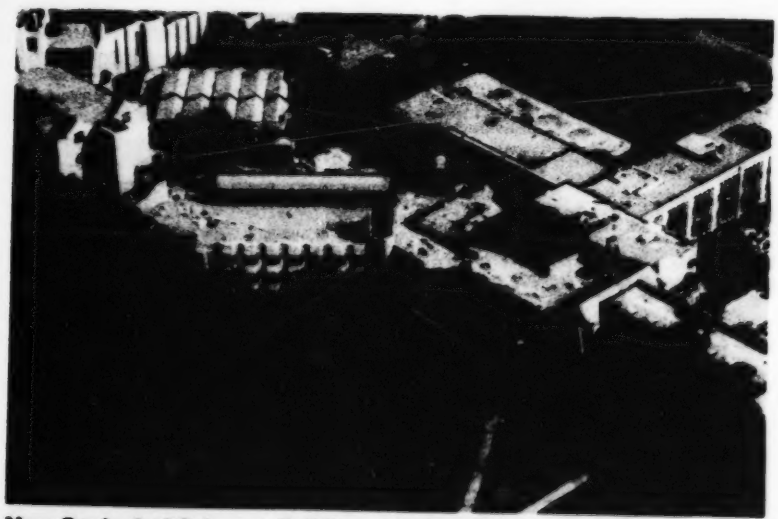


Saskatchewan University Full-time Equivalent Enrollment.

On the capital side:

- need has been expressed for a new College of Agriculture building at the University of Saskatchewan;
- restoration of the College Avenue Campus at the University of Regina;
- completion of the new Administration Building and Geological Sciences Building at the University of Saskatchewan.

The universities and government are engaged in a new multi-year planning and financial challenge through to the year 1990. The province will see new levels of consultation and responsiveness evolve within higher education to meet the challenge of change into the 21st century.



New Geological Sciences Building at University of Saskatchewan, Saskatoon is scheduled for completion in April, 1988.

Northern Division

The Northern Division of the Department of Advanced Education and Manpower provides northern adults with educational opportunities that will enable them to fully participate in the economic and social development of Northern Saskatchewan.

In December 1984, the former Northern Branch was given division status, along with northern departmental responsibilities for occupational training, financial services, program development, native services, apprenticeship, and for the three northern colleges: La Ronge Region, West Side and North East Community Colleges.

In 1984-85 the Northern Division fulfilled its mandate by providing programs and services which presented adult northerners with opportunities to:

- upgrade their basic skills and develop the technical/trades-related competencies required to fully and effectively participate in the social and economic development of Northern Saskatchewan;
- update and augment existing skills as required, to render traditional enterprises viable;
- acquire occupational skills necessary for mobility within the total labour market;
- broaden their understanding of and exposure to the variety of occupational options available;
- learn about and use support services aimed at facilitating full, effective participation in skill development/training options; and
- in general, take advantage of educational opportunities on an equal basis with all residents of Northern Saskatchewan.

During the reporting year, the division assisted in the delivery of various job-related courses in the technical/trades field. Following is a list of some of this training:

- Wild rice harvester training was jointly delivered to 230 persons by the Departments of Agriculture and Advanced Education and Manpower. The training emphasized improved production techniques, welding, care and maintenance of machinery and proper product handling.
- Under the Native Career Development Program, 56 unemployed Native persons gained employment after completing on-the-job training in recreation, administration, mining, corrections and service industry.
- Two hundred and thirty Native employees received upgrading in industrial skills.
- Fourteen unemployed Native people successfully completed a three-month general employment orientation course which was offered at the request of Key Lake Mines. One person was offered a university scholarship and is continuing his education; thirteen are employed by Key Lake Mines.
- Eleven unemployed Native people successfully completed a communications program through La Ronge Region Community College and gained employment as radio operators.
- Under the Saskatchewan Skills Extension Program (SSEP):
  - 21 institute-accredited, job-related programs were delivered through Northern Saskatchewan community colleges.
  - Under the highly innovative *Athabasca Employment Development Program,* eight employees of Eldor Mines achieved an adult Grade 10 in mathematics, science and communications, and acquired a portion of their level one apprenticeship through West Side Community College.
  - 11 students completed Kelsey Institute's Industrial Mechanics program at West Side Community College.
  - Six students graduated and two part-time students completed modules of Kelsey's Child Care Worker program at North East Community College.
- Apprenticeship and trade certification assistance was provided to the following:

Tradesmen	323
Journeymen	63
Apprentices	93
Other stages of development	168
Total	647

Human Resources Division

The **Human Resources Division** was established during 1984-85 by amalgamating personnel services for the Departments of Advanced Education and Manpower, Education and the Saskatchewan Library.

The division acquired the responsibility for staffing and classification of positions within the scope of the collective agreement, following decentralization of these functions by the Public Service Commission.

The division provides personnel administration and human resource development services for the Departments of Advanced Education and Manpower, Education and the Saskatchewan Library. The division assists managers to acquire, develop and retain competent employees; provides advice and guidance to promote sound human resource management practices; and ensures compliance with legislative requirements, the collective bargaining agreement and personnel policies.

A staff development strategy proposal for the Department of Advanced Education and Manpower was developed and accepted during 1984-85.

Communications Branch

In 1984-85 imaginative, high-impact promotional strategies were developed by the **Communications Branch** to heighten awareness of new department initiatives undertaken to meet the needs of Saskatchewan's changing economy.

To promote these initiatives, a wide range of methods were used to reach a variety of audiences across the province. News releases, speeches, audio/visual presentations, promotional and program materials and paid advertising were employed to "promote" the academic and skills training opportunities available at Saskatchewan community colleges, technical institutes and universities.

During the year, a unique province-wide *"Career Awareness"* campaign was planned and launched by Communications. The branch also planned and co-ordinated publicity for:

- the highly successful *Canada-Saskatchewan Opportunities '84* student summer employment program and *Saskatchewan Access ... Youth Employment Program;*
- the opening of the new Advanced Technology Training Centre in Saskatoon;
- the second annual *Community Colleges Week* promotional campaign;
- Wascana Institute's *Competency-Based Learning* Campaign; and
- several *Saskatchewan Skills Development Program* graduation ceremonies at various centres throughout the province.

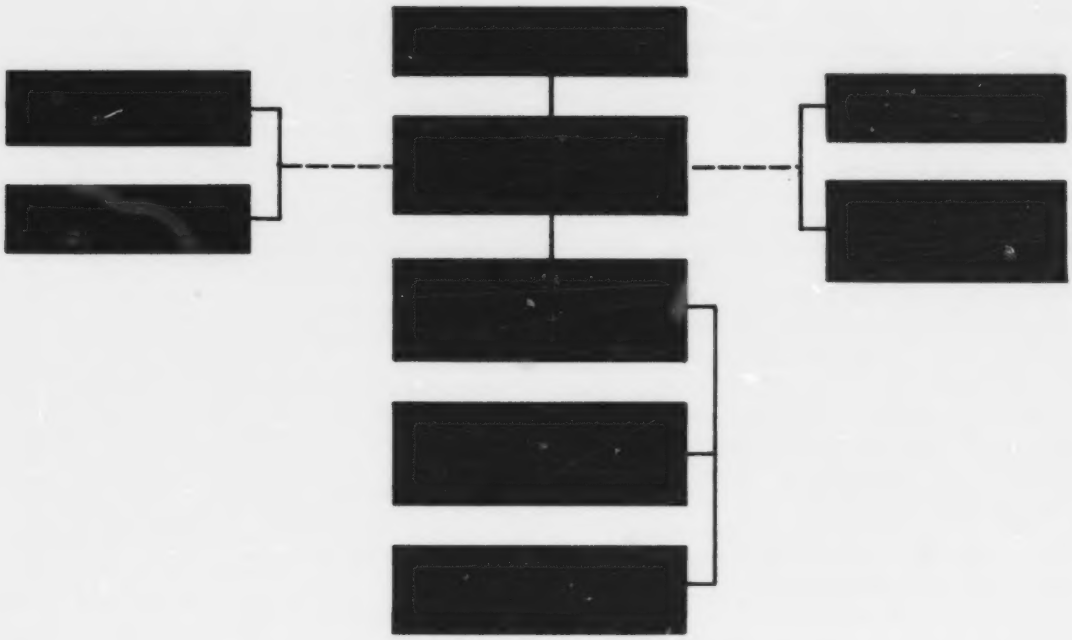
As well, numerous other publicity and public relations functions were carried out to present a positive high profile of the department and its programs. Major projects in this regard were the production of three audio/visual presentations and a special four-page supplement of **Network**, the department's newsletter, highlighting the new technical institute at Prince Albert.

Working with branches in the department and the technical institutes, Communications evaluated, designed and produced a multitude of program and promotional materials which were made available province-wide through a formal distribution service.

Many of the new initiatives undertaken by the department include involvement by other government departments and agencies. Communications Branch personnel worked with these agencies to provide the necessary program materials.

Internally, the branch operates an extensive news clipping service to keep department staff aware of changes and developments in both the private sector and government.

Post Secondary Education in Saskatchewan



Acts for which the Minister of Advanced Education and Manpower was Responsible, 1984-85:

- The Department of Advanced Education and Manpower Act
- The Community Colleges Act
- The Student Assistance and Student Aid Fund Act (repealed April 26, 1985)
- The Student Assistance and Student Aid Fund Act, 1985 (in force April 26, 1985)
- The Private Vocational Schools Regulation Act
- The University of Regina Act
- The University of Saskatchewan Act
- The University of Saskatchewan Foundation Act
- The Nurses Education Act (repealed May 15, 1985)
- The Archives Act
- The Architects Act
- The War Memorial Scholarships Act (repealed May 15, 1985)
- The Ancillary Dental Personnel Education Act
- The Apprenticeship and Trade Certification Act (received Royal Assent on June 11, 1985 and will be proclaimed at a later date)

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Table 1
Technical Institutes: Enrollment Summary

Institute	Diploma	Certificate	Apprentice-ship	Short Courses	Institute Extension	Sask. Skills Extension	Part-time	Total 1983-84	1984-85
Kelsey	1,083	1,315	1,000	134	3,331	998	2,635	9,696*	10,496
P.A.									259***
STI	916	828	858	—	1,155	468	—	4,390	4,225
Wascana	645	1,109	13	31	3,524	138	5,993	10,022**	11,453
Total	2,644	3,252	1,871	165	8,010	1,604	8,628	24,108	26,174

* *Includes Kelsey Home Care Services and Special Care Aide Programs*
** *Includes Wascana Agriculture Extension Programs on Courses*
*** *Programs assumed from Prince Albert Community College and Prince Albert Vocational Centre on April 1, 1985; these programs are not included in total.*

Table 2
Kelsey Institute of Applied Arts and Sciences
Total Enrollments

Division	Enrollments 1983-84	1984-85
Applied Sciences	491	517
Health Sciences	828	832
Industrial (Incl. Apprenticeship)	1,867	1,656
Personal and Community Services	436	3,028
Short Courses	137	134
Extension	2,442	3,331
Saskatchewan Skills Extension Programs	3,495	998
Total	9,696	10,496

Table 3
Kelsey Institute of Applied Arts and Sciences
Enrollment in Applied Sciences Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Part-time	Total 1983-84	Total 1984-85
Biological Sciences Technology	51	30		1	81	82
CAD/CAM	26			1	0	27
Chemical Technician			25		24	25
Electrical/Electronic Technician	52	22		2	53	76
Environment & Water Resources Technology	36	35		2	67	73
Industrial Arts Teacher Education	28	16			41	44
Mechanical Engineering Technology	48	47		11	93	106
Microcomputer Management			37		39	37
Renewable Resources Technology		47			93	47
Total	241	197	62	17	491	517

Table 4
Kelsey Institute of Applied Arts and Sciences
Enrollment in Health Sciences Division

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Part-time	Total 1983-84	Total 1984-85
Bridging (Nursing)			20		21	20
Certified Combined Technician			41		42	41
Dental Assistant			51		53	51
Diploma Nursing	239	204		24	449	467
Medical Laboratory Technology			96	1	102	97
Medical Radiation Technology			23		19	23
Nursing Assistant			108	1	125	109
Refresher Nursing			24		17	24
Total	239	204	363	26	828	832

Table 5
Kelsey Institute of Applied Arts & Sciences
Enrollment in Industrial Programs

Program	Pre-Employment	Apprentice-ship	Total 1983-84	1984-85
Agriculture Machinery Technician	162		156	162
Agriculture Parts Marketing	50		37	50
Autobody Repair	28	53	71	81
Cabinet Making/Millwork	44		41	44
Carpentry	28	160	245	188
Heavy Equipment Mechanics	52	153	204	205
Industrial Mechanics	27	67	183	94
Machine Shop	43		42	43
Machinist		27	47	27
Motor Vehicle Mechanical Repair	52	166	209	218
Pipefitter		30	46	30
Plumbing and Gasfitting	14		14	14
Plumbing		218	274	218
Power Engineering	57		57	57
Refrigeration/Air Conditioning	30	45	76	75
Sheet Metal	10	81	102	91
Welding	59		63	59
Total	656	1,000	1,867*	1,656

* The 1983-84 Apprenticeship total was 1,228 registrants.

Table 6
Kelsey Institute of Applied Arts and Sciences
Enrollment in Personal and Community Services Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Part-time	Total 1983-84	Total 1984-85
Barbering/Hairstyling			20		19	20
Commercial Cooking			25		24	25
Cosmetology			50		53	50
Dietary Services Administration	20	15		2	34	37
Early Childhood Development	15	10	8	1	35	34
Hotel and Restaurant Administration	35	22			58	57
Library Technician			28		29	28
Office Education			47		42	47
Personal Development Worker			26	4	26	30
Recreation Technology	54	31		1	86	86
Retail Meatcutting			30		30	30
Special Off-Campus Service Programs:						
Home Care Service				1,184		1,184
Special Care Aide				1,400		1,400
Total	124	78	234	2,592	436	3,028

Table 7
Kelsey Institute of Applied Arts and Sciences
Enrollment in Short Courses*

Program	Total 1983-84	Total 1984-85
Pipefitting Upgrading	14	
Cement Mason		26
Fast Food Preparation	29	20
Welding (Farm)	64	55
Welding (Production Assembly)	30	33
Total	137	134

* Note: Short programs in 1984-85 are not necessarily in the identical program areas.

Table 8
Kelsey Institute of Applied Arts and Sciences
Enrollment in Continuing Studies Programs

Program	Number of Courses	Enrollment 1983-84	Enrollment 1984-85
Community College Contracts	164	1,881	2,640
Business/Industry Contracts	20	561	557
Extension	14	2,664*	134
Sub-Total	198	5,106	3,331
Saskatchewan Skills Extension	71	831	998
Total	269	5,937*	4,329

* Note: Home Care Service and Special Care Aide statistics are transferred to part-time registrants in the Community Services Divisiion.

Table 9
Saskatchewan Technical Institute
Total Enrollments

Division	Enrollments 1983-84	Enrollments 1984-85
Business	526	592
Engineering Technology	463	484
Industrial (Includes Apprenticeship)	1,660	1,456
65-Week Special Programs	146	70
Extension	1,059	1,155
Saskatchewan Skills Extension Programs	536	468
Total	4,390	4,225

Table 10
Saskatchewan Technical Institute
Enrollment in Business Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Total 1983-84	Total 1984-85
Common 1st Yr. Business	241			247	241
Accountancy		83		54	83
Administration		56		62	56
Data Processing		44		34	44
Marketing		16		10	16
Office Education		23	98	119	121
Public Administration		31		0	31
Total	241	253	98	526	592

Table 11
Saskatchewan Technical Institute
Enrollment in Engineering Technology Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Total 1983-84	Total 1984-85
Architectural Engineering	35	24		58	59
Civil Engineering	21	24		49	45
Computer Engineering	35	18		37	53
Electrical Electronics	77			82	77
Electrical		21		23	21
Electronics		41		49	41
Engineering Drafting and Surveying	28			38	28
Drafting		18		19	18
Surveying		10		3	10
Industrial Instrumentation			98	89	98
Survey Aide I			15	11	15
Technical Assistance Program			19	0	19
Occupational Health and Safety				5	
Total	196	156	132	463	484

Table 12
Saskatchewan Technical Institute
Enrollment in Industrial Programs

Program	Pre-Employment	Apprenticeship	Total 1983-84	Total 1984-85
Autobody Repair	42	35	75	77
Carpentry	28	134	182	162
Commercial Cooking	49	14	44	63
Electrical Construction and Maintenance	72	428	635	500
Heavy Equipment Operation			60	49
Machine Operations	49		0	5
Maintenance	5			
Masonry Construction/ Bricklaying	20	20	48	40
Motor Vehicle Mechanical	97	135	252	232
Repair	111	5	117	116
Radio & TV Electronics				
Information Retrieval			6	4
Servicing	4		18	4
Short Order Cooking	4		74	74
Truck Driver Training	74		149	130
Welding	43	87		
Total	598	858	1,660*	1,456

* The 1983-84 Apprenticeship total was 1,036 registrants.

Table 13
Saskatchewan Technical Institute
Enrollment in 65-Week Programs

Program	Diploma 1st Year	Diploma 2nd Year	Total 1983-84	Total 1984-85
Automation Robotics		14	21	14
Data Processing		20	24	20
Drafting		8	9	8
Electrical Engineering		10	16	10
Electronics Engineering		18	18	18
Advanced Standing Program*			58	0
Total		70	146	70

* Reported as Training Assistant Program 1983-84 in Engineering Technology Division.

Table 14
Saskatchewan Technical Institute
Enrollment in Extension Programs

Program	Number of Courses	Enrollment 1983-84	Enrollment 1984-85
Community College Contracts	10	144	120
Business/Industry Contracts	30	256	274
Extension	65	659	761
Sub-Total	105	1,059	1,155
Saskatchewan Skills Extension Programs	36	536	468
Total	141	1,595	1,623

Table 15
Wascana Institute of Applied Arts and Sciences
Total Enrollments

Division	Enrollments 1983-84	Enrollments 1984-85
Agricultural	4,853	5,433
Business	573	653
Continuing Studies	3,170	3,662
Dental Sciences	122	111
Health Sciences	1,210	1,159
Industrial and Technical	94	435
Total	10,022	11,453

Table 16
Wascana Institute of Applied Arts and Sciences
Enrollment in Business Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Part-time	Total 1983-84	Total 1984-85
Accountancy		38		2	15	40
Administrative Studies*			88	69	88	157
Secretarial Studies			274	154	190	428
Business Programmer			28		0	28
Other**					280	0
Total		38	390	225	573	653

** This is the first year base for the Accountancy program*
*** Other in 1983-84 refers to special programs and part-time enrollments*

Table 17
Wascana Institute of Applied Arts and Sciences
Enrollment in Dental Sciences Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Total 1983-84	Total 1984-85
Dental Assistant			50	52	50
Dental Hygiene		11		11	11
Dental Therapist	23	27		59	50
Total	23	38	50	122	111

Table 18
Wascana Institute of Applied Arts and Sciences
Enrollment in Industrial Programs

Program	Pre-Employment	Apprenticeship	Short Courses	Part-Time	Total 1983-84	Total 1984-85
Autobody	25					25
Barbering/Hairstyling	18					18
Building Maintenance	13				38	13
Carpentry	29					29
Drafting	25					25
Drywall Construction			31			31
Horticulture/Landscaping Technician	26					26
Machine Shop	21					21
Major Appliance	18					18
Motor Vehicle Mechanical Repair	30					30
Occupational Choices				28		28
Painting and Decorating	27	13			17	40
Plumbing	31					31
Telecommunications Technician	71				39	71
Welding	28					28
Special				1		1
Total	362	13	31	29	94	435*

* The Industrial Division expansion was a highlight in 1984-85

Table 19
Wascana Institute of Applied Arts and Sciences
Enrollment in Health Sciences Programs

Program	Diploma 1st Year	Diploma 2nd Year	Certificate	Part-time	Total 1983-84	Total 1984-85
Diploma Nursing	162	176			348	338
Emergency Medical Technician (EMT) Basic (15 courses)			184		137	184
EMT Refresher (8 courses)				75	79	75
Advanced EMT Assistant			18		0	18
Health Record Technician			3		6	3
Health Record Technology	13	9			16	22
Nursing Assistant			88		88	88
Operating Room Nursing and Techniques			14		12	14
Psychiatric Nursing	112	74			188	186
Associated Studies				215	281	215
Psychiatric Nursing Refresher				16	55	16
Total	287	259	307	306	1,210	1,159

Table 20
Wascana Institute of Applied Arts and Sciences
Enrollment in Continuing Studies Programs

Program	Number of Courses	Enrollment 1983-84	Enrollment 1984-85
Community College Affiliation	24	509	296
Community College Contracts	127	2,134	2,014
Industrial Extension	24	422	1,214
Sub-Total	175	3,065	3,524
Sask. Skills Extension	13	105	138
Total	188	3,170	3,662

Table 21
Wascana Institute of Applied Arts and Sciences
Enrollment in Agricultural Programs

Program	Certificate	No. of Short Courses	Total Enrollment 1983-84	Total Enrollment 1984-85
Agriculture	44*	313		3,189
Agriculture Production	58**	29		181
Applied Farming		30		349
Farm Management		105		1,043
Soils and Crops		62		671
Total	102	539	4,853***	5,433

* 44 students enrolled in sufficient number of modules in the Agriculture Mechanics Program to be awarded a certificate

** 58 students enrolled in sufficient number of modules in the Agriculture Production Program to be awarded a certificate

***The total figure in 1983-84 reflects activity not specifically categorized in a program in 1984-85.

Table 22
Prince Albert Technical Institute (Northern Institute of Technology)
Total Enrollments*

Division	Enrollments 1983-84**	Enrollments 1984-85
Business and Applied Arts Division	86	53
Trades and Resources Division	104	206
Total	190	259

* Programs assumed from Prince Albert Community College and Prince Albert Vocational Centre on April 1, 1985.

** These statistics were reported as Prince Albert Vocational Centre enrollments in 1983-84.

Table 23
Prince Albert Technical Institute (Northern Institute of Technology)
Enrollment in Business and Applied Arts Programs*

Program	Total 1983-84**	Total 1984-85
Office Education	70	35
Cosmetology	16	18
Total	86	53

* Programs assumed from Prince Albert Community College and Prince Albert Vocational Centre on April 1, 1985.

** These statistics were reported as Prince Albert Vocational Centre enrollments in 1983-84.

Table 24
Prince Albert Technical Institute (Northern Institute of Technology) Enrollment in Trades and Resources Programs*

Program	Total 1983-84**	1984-85
Building Construction	27	14
Electrical Construction	21	6
Motor Vehicle Mechanical Repair	25	15
Radio/TV and Computer Electronics	14	10
Welding	17	16
Heavy Equipment Operator		10
Truck Driver Training		12
Vocational Woodlands Training (Forestry)		123
Total	104	206

* Programs assumed from Prince Albert Community College and Saskatchewan Technical Institute on April 1, 1985

** These statistics were reported as Prince Albert Vocational Centre enrollments in 1983-84.

Table 25
Meadow Lake Regional Vocational Centre Total Enrollments

Program	Enrollments 1983-84	1984-85
Trades/Pre-Employment		
Office Education	18	20
Carpentry	13	11
Heavy Equipment Mechanics	11	10
Motor Vehicle Mechanical Repair	13	16
Sub-Total	55	57
Commercial Cooking	10	10
Adult Basic Education - Adult Grades 0-12	105	92
Apprenticeship - Carpentry	18	21
Total	188	180

Table 26
Indentures, Completions and Cancellations By Trade, Saskatchewan

Trade	Number Apprentices July 1/84	Indentures	Completions	Cancellations	Number of Apprentices June 30/85
All trades	4,408	930	649	593	4,096
Agricultural Machinery Technician	0	0	0	0	0
Barber-Stylist	0	0	0	0	0
Boilermaker	13	4	1	2	14
Bricklayer	93	17	7	19	84
Carpenter	921	148	100	110	859
Cement Finisher	0	0	0	0	0
Cook	36	12	3	12	33
Cosmetologist	0	3	0	0	3
Crane and Hoist Operator	5	1	0	0	6
Drywall and Acoustical Mechanic	0	0	0	0	0
Electrician	743	131	130	102	642
Glassworker	19	2	0	8	13
Heavy Duty Equipment Mechanic	401	102	58	50	395
Industrial Instrument Maintenance Mechanic	0	0	0	0	0
Industrial Mechanic (Millwright)	170	15	73	5	107
Machinist	98	30	16	20	92
Motor Vehicle Body Repairer	179	58	26	29	182
Motor Vehicle Mechanic	607	172	75	99	605
Painter and Decorator	39	8	8	7	32
Plasterer	0	0	0	0	0
Plumber	420	78	51	37	410
Power Lineman	111	24	22	21	92
Radio and Television Repairer	24	3	0	2	25
Refrigeration and Air Conditioning Mechanic	76	20	18	11	67
Roofer	11	0	0	11	0
Sheet Metal Worker	140	28	20	13	135
Sprinkler System Installer	24	2	4	2	20
Steamfitter/Pipefitter	84	15	6	4	89
Tilesetter	8	1	1	1	7
Welder	186	56	30	28	184

Table 27
Indentures, Completions, Cancellations and Apprentices under Agreement, Saskatchewan 1982-83 to 1984-85

Year	Number of indentures during year	Number of completions during year	Number of cancellations during year	Number of apprentices at end year
1982-83	1,007	572	545	4,610
1983-84	1,056	591	667	4,408
1984-85	930	649	593	4,096

Table 28
Enrollment in Apprenticeship Training Courses by Trade and Stage of Training, Saskatchewan, 1984-85

Trade	All Groups	Enrollment Groups First	Second	Third	Fourth
All trades	1,978	621	505	586	266
Agricultural Machinery Technician	0	0	0	0	0
Barber-Stylist	0	0	0	0	0
Boilermaker	8	1	3	4	0
Bricklayer	20	9	11	0	0
Carpenter	310	117	92	101	0
Cement Finisher	0	0	0	0	0
Cook	14	11	0	3	0
Cosmetologist	0	0	0	0	0
Crane and Hoist Operator	0	0	0	0	0
Drywall and Acoustical Mechanic	0	0	0	0	0
Electrician	429	88	77	118	146
Glassworker	12	5	3	3	1
Heavy Duty Equipment Mechanic	143	47	35	61	0
Industrial Instrument Maintenance Mechanic	0	0	0	0	0
Industrial Mechanic (Millwright)	54	12	11	31	0
Machinist	27	6	11	10	0
Motor Vehicle Body Repairer	88	40	26	22	0
Motor Vehicle Mechanic	309	115	98	96	0
Painter and Decorator	13	5	8	0	0
Plasterer	0	0	0	0	0
Plumber	221	77	52	41	51
Power Lineman	75	15	18	16	26
Radio and Television Repairer	6	1	4	0	1
Refrigeration and Air Conditioning Mechanic	45	9	12	12	12
Roofer	0	0	0	0	0
Sheet Metal Worker	80	20	17	20	23
Sprinkler System Installer	10	5	0	5	0
Steamfitter/Pipefitter	25	7	5	7	6
Tilesetter	2	0	2	0	0
Welder	87	31	20	36	0

Table 29
Canadian Interprovincial Standards Examinations, Saskatchewan

Trades	1983-84			1984-85		
	Number examined	Number passed	Number seals issued	Number examined	Number passed	Number seals issued
All trades*	794	571	521	743	519	555
Boilermaker	1	—	—	3	3	1
Bricklayer	26	25	11	1	—	10
Carpenter	160	101	82	139	83	84
Cook	10	6	6	23	16	15
Crane and Hoist Operator	0	0	0	3	3	0
Electrician	172	140	154	149	113	120
Heavy Duty Equipment Mechanic	62	38	35	96	69	60
Industrial Mechanic (Millwright)	103	86	53	60	42	67
Machinist	23	13	18	14	8	13
Motor Vehicle Body Repairer	26	9	10	30	11	16
Motor Vehicle Mechanic	105	79	87	99	75	81
Painter and Decorator	5	4	5	10	7	9
Plumber	8	2	3	11	5	6
Power Lineman	—	—	—	3	1	—
Radio and Television Repairer	2	1	2	3	3	2
Refrigeration and Air Conditioning Mechanic	2	—	—	5	1	1
Sheet Metal Worker	23	22	23	26	25	22
Sprinkler System Installer	5	1	2	6	6	10
Steamfitter/Pipefitter	12	6	5	9	6	4
Welder	49	38	25	53	42	34

* *The newly designated trade of Industrial Instrument Maintenance Mechanic will be offered under the Interprovincial Standards Examination program.*

Table 30
Student Assistance Expenditures
July 1, 1984 - June 30, 1985

	July 1, 1984 to June 30, 1985	July 1, 1983 to June 30, 1984
Saskatchewan Advanced Education and Manpower		
Canada Student Loan	$22,716,827	$20,171,290
Part-time Canada Student Loan	16,021	7,340
Saskatchewan Student Loan	487,970	537,990
Saskatchewan Student/Special Incentive Bursaries	7,374,725	5,958,890
Jeanne Sauvé Awards	1,000	—
Technical Institute Scholarships	105,270	91,495
French Language Bursaries and Fellowships	180,450	109,019
Fuhrmann Emergency Loan	9,575	11,525
D. R. Simmons Award	500	—
James Dickson Scholarship	—	—
Sub Total	$30,892,338	$26,887,539
Saskatchewan Education		
General Proficiency Awards	259,400	256,800
French Language Teacher Bursaries	28,085	108,900
Teacher Education Bursaries	86,165	58,800
Teacher of Hearing and Visually Impaired Bursaries	16,000	24,000
SUNTEP*	—	125,218
Sub Total	$ 389,650	$ 573,718
University of Saskatchewan	2,817,855	2,255,775
University of Regina	566,295	465,985
Saskatchewan Agriculture	84,520	26,450
Saskatchewan Social Services	52,017	36,122
Saskatchewan Health	287,906	290,313
Saskatchewan Research Council	29,700	24,600
Sub Total	$ 3,838,293	$ 3,099,245
Total	$35,120,281	$30,560,502

* Now part of Saskatchewan Student/Special Incentive Bursary

Table 31
Industry-Based Training - Enrollment Summary

Training	1984-85 No. of Contracts	No. of Trainees	Training Days
Special Needs	271	319	33,345
Unemployed	605	754	74,046
Unemployed and Unemployment Threatened	74	166	9,212
Critical Trade Skills Training	439	591	118,309
Total	1,389	1,830	234,912

Table 32
Industry-Based Training — On-The-Job (Special Needs)

Trade	Contracts	Trainees	No. of Training Days
Agriculture	14	14	1,090
Clerical	26	26	2,425
Construction	19	36	4,275
Fabrication and Assembly	30	31	3,430
Forestry and Logging	3	4	345
Heavy Equipment Operator	2	2	180
Management and Supervision	8	8	1,320
Mechanics	58	59	6,440
Nursing and Related	8	9	1,060
Pulp and Paper	7	9	970
Service and Related	95	120	11,710
Transportation	1	1	100
Others			
Total	271	319	33,345

Table 33
Industry-Based Training - Unemployed

Trade	Contracts	Trainees	No. of Training Days
Agriculture	75	75	6,720
Clerical	49	76	6,110
Construction	62	124	12,400
Fabrication and Assembly	41	44	4,605
Forestry and Logging	9	19	1,795
Heavy Equipment Operator	5	7	590
Management and Supervision	36	41	5,215
Mechanics	150	155	15,940
Mining	1	6	480
Nursing and Related	5	9	810
Pulp and Paper	27	32	3,105
Service and Related	137	158	15,110
Transportation	3	3	156
Others	5	5	1,010
Total	605	754	74,046

Table 34
Industry-Based Training - Employed and Employment Threatened

Trade	Contracts	Trainees	No. of Training Days
Agriculture	5	6	550
Clerical	18	41	3,313
Construction	3	18	870
Fabrication and Assembly	3	4	445
Forestry and Logging	1	28	140
Management and Supervision	10	28	704
Mechanics	16	17	1,895
Mining	1	1	80
Pulp and Paper	1	1	130
Service and Related	14	17	905
Transportation	1	4	80
Others	1	1	100
Total	74	166	9,212

Table 35
Industry-Based Training - Critical Trade Skills Training

Trade	Contracts	Trainees	No. of Training Days
Heavy Duty Mechanics	173	197	49,126
Machinist	54	57	14,252
Welder	36	47	10,380
Electronic Engineering Technologist	26	71	2,504
Aircraft Mechanic	13	13	2,555
Pipefitter	41	78	13,394
Electrician	47	51	12,275
Computer Programmer/ Analyst	12	20	2,498
Mechanical Engineering Technologist	3	3	330
Power Engineer	7	7	1,325
Heavy Equipment Operator	4	15	2,260
Millwright	9	17	4,065
Design Engineer	1	2	100
Tool and Die Maker	2	2	385
Chef	11	11	2,860
Total	439	591	118,309

Table 36
Training of the Disadvantaged — Program Training Area and Enrollment

Training Area	1984-85 Enrollment	1983-84 Enrollment
Universities	73	55
Technical Institutes	45	21
Community Colleges	119	93
Vocational Schools	16	16
Special Training Centres	187	206
Other Training Services		
Training on-the-Job (VRDP)	23	37
High School, Correspondence	12	7
Other Training and Tutoring	4	—
Related Services and Work Experience	5	—
Out-of-Province Training	12	12
Foreign Training	7	10
Total	503	457

Table 37
Saskatchewan Skills Extension Program Activities

1.	**Number of Programs**	
	Programs in South	103
	Programs in North	22
	Total	125
2.	**Number of Training Days**	
	Programs in South	87,924
	Programs in North	25,640
	Total	113,564
3.	**Number of Training Places:**	
	Programs in South	488.6
	Programs in North	142.4
	Total	631.0
4.	**Number of Participants**	
	Programs in South	1,326
	Programs in North	249
	Total	1,575
5.	**Number of Locations:**	
	Programs in South	23
	Programs in North	6
	Total	29

Table 38
Registered Private Vocational Schools in Saskatchewan — Total Enrollment
(January 1 - December 31, 1984)

Types of Course	Number of Schools	1984 Total	1983 Total
Auction School	1	14	15
Bartending	1	58	133
Beauty Culture	6	413	447
Commercial	6	935	853
Electrolysis	1	19	28
Computer Programming	3	610	18
Income Tax Preparation	1	347	234
Radio Broadcasting	1	41	47
Total	20	2,437	1,775

Table 39
Northern Training Summary - 1984-85

Course	Number Held	Total Enrollment	Total Training Days	Direct Cost
Adult Basic Education				
Adult Basic Education Grades 5-10	8	76	9013	$139,232
Adult Basic Education Grades 0-8	1	10	1490	17,532
Adult Basic Education Grades 8-10	1	10	1590	36,663
Adult Basic Education Grades 11-12	4	43	8480	199,945
Adult Basic Education Pilot Project	1	12	2508	84,000
Basic Training Skills Development (Grades 8-10)	3	34	5460	101,424
English Second Language	1	4	580	8,808
Life Skills	6	59	2895	54,850
Learning Centres	10	—	—	238,790
Total	35	248	32,016	$881,244
Skill Training				
Advanced Skill Development	1	10	1950	$ 67,621
Aircraft Maintenance Engineer Workshop	1	12	276	1,206
Bookkeeping for Small Business	1	—	—	2,476
Brush Saw Operator	1	3	72	15,142
Carpentry	1	12	1008	18,458
Choker Skidder Operator	1	4	120	12,581
Community Information Speaker	1	—	—	6,528
Computer Skills for Employment	3	28	1588	24,885
Fisheries Co-op Manager	2	—	—	7,847
Furnace Maintenance and Repair	1	—	—	3,011
Gasoline Engine Tune-Up	1	12	360	9,932
Guide Training	1	10	250	7,595
Human Services Training	1	12	480	10,193
Humane Trapping	1	12	120	3,390
Native Community Leadership	2	24	480	11,497
Native Counsellor/Life Skills Coach	1	—	—	5,000
Pre-Trades for Women	3	35	2035	66,272
Prospecting	1	14	420	4,136
Refrigeration Operator	1	—	—	1,843
Small Motor Repair	1	8	240	8,791
Snowmobile Mod. and Repair	2	16	240	10,072
Timber Harvesting	1	8	352	5,825
Trapping Field School	1	4	80	1,375
Welding	2	14	210	10,861
Wild Rice Seminar	2	—	—	7,905
Word Processing	2	15	405	13,675
Total	36	253	10,686	$338,117

Table 40
Grants to Community Colleges
April 1, 1984 - March 31, 1985

Community College	1984-85 Fiscal Year
Carlton Trail	$525,012
Coteau Range	574,740
Cumberland	432,024
Cypress Hills	597,192
La Ronge Region	441,010
Lakeland	152,748
Mistikwa	517,848
Prince Albert Regional	511,258
North East	313,855
Parkland	655,620
Prairie West	484,224
Regina Plains	844,032
Saskatoon Region	880,980
South East Region	658,440
West Side	436,790
Total	$8,025,773

Table 41
Community Colleges:
Enrollment and Participation Rate, 1984-85

Community College	Adult Population*	Total Enrollment	Participation Rate
Carlton Trail	45,476	4,503	9.9
Coteau Range	53,623	7,247	13.5
Cumberland	30,777	5,319	17.3
Cypress Hills	46,910	6,347	13.5
Lakeland**	12,268	1,033	8.4
Mistikwa	39,615	5,137	13.0
Parkland	66,165	6,752	10.2
Prairie West	36,541	4,976	13.6
Prince Albert Regional	52,534	7,684	14.6
Regina Plains	144,650	9,710	6.7
Saskatchewan Indian	28,359	696	2.5
Saskatoon Region	156,452	11,817	7.6
South East Region	62,636	5,558	8.9
La Ronge Region	)	(642	(
North East	) 11,384***	(1,097	(23.5***
West Side	)	(931	(
Total	787,390	79,449	

* *Adult population figures for all but the Saskatchewan Indian Community College are compiled from Saskatchewan Hospital Services Plan data and include persons 15 years of age and older.*

** *Both adult population and enrollment figures count only Saskatchewan residents.*

*** *Note: Adult Population and Participation Rate figures are available only for the 3 northern college regions in total.*

Table 42
Community Colleges: Number of Classes and Average Class Size for 1984-85

Community Colleges	Number of Classes	Average Class Size
Cypress Hills	536	11.8
Carlton Trail	419	10.7
La Ronge	70	9.2
Parkland	599	11.3
Coteau Range	580	12.5
Regina Plains	659	14.7
South East	525	10.6
Saskatoon	889	13.3
Prairie West	410	12.1
Cumberland	405	13.1
Prince Albert	565	13.6
Mistikwa	440	11.7
Lakeland	95	10.9
Saskatchewan Indian	41	17.0
West Side	90	10.3
North East	117	9.4
Total	6,440	12.3

Table 43
Community Colleges: Enrollment by Type of Program

Community College	Adult Basic Education	Adult Secondary Education	Employment Training	Agriculture Farm-Related	Institute-Related	University Credit	Hobby and Arts and Crafts	Physical Development Related	Home Skills Related	Personal Development	Family Community Related	Total
Cypress Hills	389	242	0	546	177	388	1,540	456	738	880	991	6,347
Carlton Trail	73	55	6	13	612	206	702	414	1,133	501	788	4,503
La Ronge	84	0	23	12	46	18	115	86	15	194	49	642
Parkland	284	229	0	268	438	490	1,513	694	764	998	1,074	6,752
Coteau Range	318	235	135	179	209	254	2,118	503	843	1,048	1,405	7,247
Regina Plains	1,237	719	57	53	179	0	1,811	128	321	3,784	1,421	9,710
South East	251	162	0	36	628	235	2,027	320	429	578	892	5,558
Saskatoon	1,943	2,078	0	37	427	2	1,466	337	1,392	3,167	968	11,817
Prairie West	61	120	0	482	212	132	1,480	689	582	378	840	4,976
Cumberland	123	113	15	109	316	69	1,226	816	648	666	1,218	5,319
Prince Albert	714	144	0	42	777	775	1,539	244	820	1,937	692	7,684
Mistikwa	303	125	0	8	297	269	1,473	738	342	876	706	5,137
Lakeland	13	39	0	30	79	1	161	242	156	133	179	1,033
Sask. Indian	265	0	0	0	185	0	0	0	0	10	236	696
West Side	104	0	9	16	131	0	182	44	79	288	78	931
North East	59	0	18	20	252	16	198	24	180	223	107	1,097
Total	6,221	4,261	263	1,851	4,965	2,855	17,551	5,735	8,442	15,661	11,644	79,449

Table 44
Community Colleges: Enrollment by Type of Program (Per cent)

Community Colleges	Adult Basic Education	Adult Secondary Education	Employment Training	Agriculture Farm-Related	Institute-Related	University Credit	Hobby and Arts and Crafts	Physical Development Related	Home Skills Related	Personal Development	Family Community Related	Total
Cypress Hills	6.1	3.8	0.0	8.6	2.8	6.1	24.3	7.2	11.6	13.9	15.6	100
Carlton Trail	1.6	1.2	0.1	0.3	13.6	4.6	15.6	9.2	25.2	11.1	17.5	100
La Ronge	13.1	0.0	3.6	1.9	7.2	2.8	17.9	13.4	2.3	30.2	7.6	100
Parkland	4.2	3.4	0.0	4.0	6.5	7.3	22.4	10.3	11.3	14.8	15.8	100
Coteau Range	4.4	3.2	1.9	2.5	2.9	3.5	29.2	6.9	11.6	14.5	19.4	100
Regina Plains	12.7	7.4	0.6	0.5	1.8	0.0	18.7	1.3	3.3	39.0	14.7	100
South East	4.5	2.9	0.0	0.6	11.3	4.3	36.5	5.8	7.7	10.4	16.0	100
Saskatoon	16.8	17.6	0.0	0.3	3.6	0.0	12.4	2.9	11.8	26.4	8.2	100
Prairie West	1.2	2.4	0.0	9.7	4.3	2.7	29.7	13.8	11.7	7.6	16.9	100
Cumberland	2.3	2.1	0.3	2.2	5.9	1.3	23.0	15.3	12.2	12.5	22.9	100
Prince Albert	9.3	1.9	0.0	0.5	10.1	10.1	20.0	3.2	10.7	25.2	9.0	100
Mistikwa	5.9	2.4	0.0	0.2	5.8	5.2	28.7	14.4	6.7	17.0	13.7	100
Lakeland	1.3	3.8	0.0	2.9	7.6	0.1	15.6	23.4	15.1	12.9	17.3	100
Sask. Indian	38.1	0.0	0.0	0.0	26.6	0.0	0.0	0.0	0.0	1.4	33.9	100
West Side	11.2	0.0	1.0	1.7	14.1	0.0	19.5	4.7	8.5	30.9	8.4	100
North East	5.4	0.0	1.6	1.8	23.0	1.5	18.0	2.2	16.4	20.3	9.8	100
Total	7.8	5.4	0.3	2.3	6.2	3.6	22.2	7.2	10.6	19.7	14.7	100

Table 45
Community Colleges: Participant Hours by Type of Program

Community Colleges	Adult Basic Education	Adult Secondary Education	Employment Training	Agriculture Farm-Related	Institute-Related	University Credit	Hobby and Arts and Crafts	Physical Development Related	Home Skills Related	Personal Development	Family Community Related	Total
Cypress Hills	186,074	2,559	0	10,082	37,551	19,412	16,571	3,515	6,577	14,601	8,410	305,352
Carlton Trail	32,076	394	540	91	58,222	10,526	6,392	3,463	11,716	6,430	8,205	138,055
La Ronge	54,081	0	438	324	55,666	936	2,346	733	336	10,535	780	126,175
Parkland	169,504	1,888	0	988	105,358	27,941	13,843	8,191	8,380	35,336	9,566	380,995
Coteau Range	55,913	5,961	465	3,567	8,757	13,117	20,083	5,608	8,534	23,170	12,547	157,722
Regina Plains	514,487	12,000	570	470	6,840	0	24,630	1,241	4,708	93,115	15,734	673,795
South East	102,632	1,573	0	595	98,730	12,220	21,801	3,407	4,174	9,972	9,490	264,594
Saskatoon	693,901	98,376	0	970	18,649	0	17,434	3,253	21,816	78,295	14,461	947,155
Prairie West	22,441	840	0	6,652	20,355	6,997	14,123	9,689	6,762	3,669	7,590	99,118
Cumberland	31,145	819	300	428	5,539	2,528	13,695	6,491	6,844	5,996	9,747	83,532
Prince Albert	446,158	2,684	0	882	314,943	36,441	25,037	3,950	11,884	58,441	8,677	909,097
Mistikwa	231,413	1,868	0	48	24,173	16,711	19,091	12,789	3,358	19,601	5,047	334,099
Lakeland	10,494	312	0	900	2,267	0	2,094	3,771	1,482	2,340	1,314	24,974
Sask. Indian	204,584	0	0	0	175,206	0	0	0	0	600	7,584	387,974
West Side	81,906	0	270	1,600	42,369	0	3,060	366	1,409	23,577	1,320	155,877
North East	59,788	0	1,233	480	35,711	7,040	2,939	196	3,811	8,843	2,431	122,472
Total	2,896,597	129,274	3,816	28,077	1,010,336	153,869	203,139	66,663	101,791	394,521	122,903	5,110,986

Table 46
Community Colleges: Participant Hours by Type of Program (Per cent)

Community Colleges	Adult Basic Education	Adult Secondary Education	Employment Training	Agriculture Farm-Related	Institute-Related	University Credit	Hobby and Arts and Crafts	Physical Development Related	Home Skills Related	Personal Development	Family Community Related	Total
Cypress Hills	60.8	0.8	0.0	3.3	12.3	6.4	5.4	1.2	2.2	4.8	2.8	100
Carlton Trail	23.2	0.3	0.4	0.1	42.2	7.6	4.6	2.5	8.5	4.7	5.9	100
La Ronge	42.9	0.0	0.3	0.3	44.1	0.7	1.9	0.6	0.3	8.3	0.6	100
Parkland	44.5	0.5	0.0	0.3	27.7	7.3	3.6	2.1	2.2	9.3	2.5	100
Coteau Range	35.5	3.8	0.3	2.3	5.6	8.3	12.7	3.4	5.4	14.7	8.0	100
Regina Plains	76.4	1.8	0.1	0.0	1.0	0.0	3.7	0.2	0.7	13.8	2.3	100
South East	38.8	0.6	0.0	0.2	37.3	4.6	8.2	1.3	1.6	3.8	3.6	100
Saskatoon	73.3	10.4	0.0	0.1	2.0	0.0	1.8	0.3	2.3	8.3	1.5	100
Prairie West	22.6	0.8	0.0	6.7	20.5	7.1	14.3	9.8	6.8	3.7	7.7	100
Cumberland	37.3	1.0	0.4	0.5	6.6	3.0	16.4	7.8	8.2	7.2	11.6	100
Prince Albert	49.1	0.3	0.0	0.1	34.6	4.0	2.8	0.4	1.3	6.4	1.0	100
Mistikwa	69.3	0.6	0.0	0.0	7.2	5.0	5.7	3.8	1.0	5.9	1.5	100
Lakeland	42.0	1.2	0.0	3.6	9.1	0.0	8.4	15.1	5.9	9.4	5.3	100
Sask. Indian	52.7	0.0	0.0	0.0	45.1	0.0	0.0	0.0	0.0	0.2	2.0	100
West Side	52.6	0.0	0.2	1.0	27.2	0.0	2.0	0.2	0.9	15.1	0.8	100
North East	48.8	0.0	1.0	0.4	29.2	5.7	2.4	0.2	3.1	7.2	2.0	100
Total	56.7	2.5	0.1	0.5	19.8	3.0	4.0	1.3	2.0	7.7	2.4	100

Table 47
Department of Advanced Education and Manpower - Statement of Expenditures
April 1, 1984 - March 31, 1985

The Department of Advanced Education and Manpower's operations are financed out of the general revenues of the province in accordance with a budget approved by the Legislature. Spending for the fiscal year ending March 31, 1985, was as follows:

	1984-85 Total	
Executive Administration	$ 924,137.22	
Financial & Administrative Services Division	1,551,354.18	
Planning & Evaluation Division	1,371,486.30	
Community Colleges Branch	1,032,378.41	
Advanced Education and Manpower Training	16,167,470.90	
Northern Division	2,943,109.49	
University Affairs Division	251,309.90	
Manpower Division	3,101,051.73	
Saskatchewan Skills Extension Program	624,941.08	
Saskatchewan Skills Development Program	4,174,616.10	
Advanced Education Division	1,132,310.11	
* Technical Institutes - Total	53,690,268.63	
Vocational Centres - Total	1,993,595.77	
Revolving Funds - Net Recovery	(27,369.51)	Cr
Grants to Saskatchewan Archives Board	852,910.00	
Grants to Saskatchewan Student Aid Fund	9,617,850.00	
Grants to Community Colleges	7,722,711.00	
Grants to Advanced Technology Training Centre	1,884,205.50	
** Grants to Universities Construction & Operations	137,357,089.75	
Grants to Private, Federated, Affiliated Colleges	5,545,156.50	
Grants to Other Educational Agencies	440,455.72	
Grants under Opportunities '84 Program	4,653,062.61	
Total	$257,004,101.39	

* *Net recovery from Revolving Fund operations at Technical Institutes not included*

** *Does not include Special Projects Fund expenditures for University Construction of $8,300,000 or Provincial Development Expenditures (Saskatchewan Heritage Fund) of $100,000.*

Table 48
Saskatchewan Skills Development Program (SSDP) — Students in College Programs, 1984-85

Community College	Academic	Pre-Employment	Community Based	Total
Cypress Hills	59	16	0	75
Carlton Trail	43	4	0	47
La Ronge	94	1	18	113
Parkland	93	11	0	104
Coteau Range	211	42	0	253
Regina Plains	804	182	98	1084
South East	33	15	2	50
Saskatoon	614	99	32	745
Prairie West	1	2	0	3
Cumberland	7	7	0	14
Prince Albert	241	52	5	298
Mistikwa	114	9	1	124
Lakeland	31	0	0	31
West Side	50	23	21	94
North East	50	0	0	50
Total	2,445	463	177	3,085

Table 49
Non-Status Indian and Metis (NSIM) Program Students by College Region

Community	Number of Students 1983-84	Per cent	Number of Students 1984-85	Per cent
Carlton Trail	18	2.0	12	1.0
Coteau Range	13	1.4	14	1.2
Cumberland	52	5.7	55	4.8
Cypress Hills	0	0	15	1.3
Lakeland	19	2.1	17	1.5
Mistikwa	208	22.9	274	23.9
Parkland	66	7.3	74	6.4
Prairie West	37	4.1	30	2.6
Prince Albert*	362	39.9	276	24.0
Regina Plains	74	8.1	139	12.1
Saskatoon Region	17	1.9	178	15.5
South East Region	42	4.6	65	5.7
Total	908	100.0	1,149	100.0

* Including Prince Albert Vocational Centre (for 1984-85 — 101 students); Prince Albert Regional Community College had 175 students in 1984-85.

Table 50
Non-Status Indian and Metis (NSIM) Program — Budget Allocation 1984-85*

Community College	Program, Allowance & Administration	Support	Total
Carlton Trail	$ 78,895	$ 10,322	$ 89,217
Coteau Range	98,055	12,865	110,920
Cumberland	269,873	35,316	305,189
Cypress Hills	56,907	7,443	64,350
Lakeland	99,535	13,024	112,559
Mistikwa	475,300	62,203	537,503
Parkland	368,432	48,224	416,656
Prairie West	114,702	15,008	129,710
Prince Albert	532,783	69,725	602,508
Regina Plains ...	511,423	66,930	578,353
Saskatoon Region	401,170	52,500	453,670
South East	202,025	26,440	228,465
Total	$3,209,100	$420,000	$3,629,100

* In 1984-85, colleges were asked to calculate 15 per cent of their course costs as the NSIM program's contribution to the sponsoring programs support formula.